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ABSTRACT

This report summarizes and analyzes a 5-year initiative undertaken by the Council of Independent Colleges (CIC) and the United Negro College Fund (UNCF) to provide: first, comprehensive leadership development programming to presidents, administrators, and faculty of private historically black colleges and universities; and, second, a series of exchanges of administrators, faculty, and students between UNCF institutions and other private liberal arts colleges and universities within CIC. Six chapters address: (1) the origins and implementation of the initiative; (2) the results of the initiative; (3) the value of CIC/UNCF collaboration; (4) lessons learned from the initiative; (5) future directions for CIC/UNCF cooperation and collaboration; and (6) conclusions. The report recommends increased student involvement in the initiative, increased collaboration on teacher education programs, workshops for middle managers, and the involvement of college and university trustees. Six appendixes provide information on corporate and foundation sponsors, advisory committee members, committee on review and recommendations members, review methodology, consultancy projects, and summaries of five CIC exchange partnerships. (MDM)

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REPORT OF THE ADVISORY COMMITTEE ON THE PROJECT ENHANCING BLACK COLLEGE LEADERSHIP

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REPORT OF THE ADVISORY COMMITTEE ON THE PROJECT ENHANCING BLACK COLLEGE LEADERSHIP

THE COUNCIL OF INDEPENDENT COLLEGES AND UNITED NEGRO COLLEGE FUND INITIATIVE FOR ENHANCING INSTITUTIONAL EFFECTIVENESS AND COLLABORATIVE EXCHANGES AMONG THEIR MEMBER COLLEGES AND UNIVERSITIES

PETER L. FRENCH, SENIOR EDITOR
COUNCIL OF INDEPENDENT COLLEGES
JANUARY, 1994

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The members of the Council of Independent Colleges work together to support college leadership, advance institutional excellence, and enhance private higher education's contributions to society. CIC provides ideas, resources, and services that assist institutions to improve leadership expertise, educational programs, administrative and financial performance, and institutional visibility. The Council was founded in 1956. In 1993, CIC expanded its programs through the acquisition of CAPHE, the Consortium for the Advancement of Private Higher Education. CIC's membership includes some 340 colleges and universities, twenty state, regional and national associations as affiliate members, and sixty corporations and foundations as sponsoring members.

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Page 29 inset photograph of football team courtesy of Berea College.

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Oakwood College – Dominican College of San Rafael
Ohio Dominican College – Wilberforce University
Bennett College – Converse College
Stillman College – Marietta College

It did not take long for the CIC/UNCF Leadership Program to prove that it was filling a very important need. Prior to this program's existence, only a few UNCF colleges were members of CIC in any given year. After just three program years, more than 80 percent of UNCF colleges were CIC members. As a result, CIC membership has become far more diverse. CIC presidents, deans, and faculty workshops have had the benefit of input from the black college experience, and black and white colleges that previously had little or no contact now have developed meaningful exchange opportunities, mutually rewarding program possibilities, and a steady flow of dialogue at many institutional levels.

Often it is said that the whole can be greater than the sum of its parts. The CIC/UNCF partnership is an excellent example. Both organizations continue to bring to this collaboration unique resources that neither could develop without the help and encouragement of the other.

The CIC/UNCF partnership is a catalyst for change. It is a program making a difference on virtually every campus fortunate enough to be involved. While the report that follows will reflect the enthusiastic interest of all program participants and highlight program accomplishments, it cannot fully reflect the great progress that has been made. How does one measure the value of the informal networks that have been developed? How does one acknowledge picking up the phone and calling a newly discovered colleague to help solve a problem? Many of the relationships struck by this program will have impact on these colleges for decades to come.

UNCF is pleased to be a partner of CIC in this extraordinary effort. My personal thanks and deep appreciation go to Allen Splete for his outstanding commitment and his determination to see this program work and succeed.

William H. Gray III
President and CEO
United Negro College Fund
January 1994

When I first became president of CIC in 1986, I noticed that though a small number of private, historically black colleges held membership in CIC, they participated only infrequently in CIC activities. This seemed surprising since these institutions shared many characteristics with other CIC institutions—including religious roots and small-to-moderately-sized enrollments, budgets, and endowments. In the course of attempting to understand this inaction—via meetings of historically black colleges and conversations with presidents of these institutions—it became apparent that leaders both of black colleges and universities and other independent institutions did not have many opportunities to interact with each other.

United Negro College Fund President Christopher Edley (now retired) was also interested in seeking ways to expose UNCF's leadership to a broader network in the hope of finding solutions to concerns that transcended institutional type. I approached Chris to explore possible joint programming. He saw the promise of a cooperative and mutually beneficial effort between our associations.

We started simply, by encouraging increased participation by UNCF administrators and faculty in existing CIC activities. Building from that base, we have seen black college leaders become part of the fabric of CIC—members of the governing board, serving on task forces and advisory committees, participants in projects, and presenters at conferences. Significantly, we have also seen in the past few years the development of a fascinating collection of interinstitutional exchanges, now numbering twenty, with more soon to be added. All this is described in greater detail in this report.

I want to thank a number of individuals instrumental in getting us to this point: Chris Edley and now Bill Gray at UNCF for their cooperative spirit; a core group of foundations for their willingness to support an effort whose very nature mandated slow development; the project Advisory Committee for its sustaining vision; and the leaders of all independent colleges for their interest and commitment that has animated this project.

Each year I visit many private colleges, and by now that includes 34 of the private, historically black institutions. Being on these campuses reinforces for me the underlying message of this report: there is something intriguing and powerful in progress here, and all of us at CIC are excited to be a part of it.

Allen P. Splete
President
Council of Independent Colleges
January 1994

oming Together both summarizes and analyzes a five-year initiative undertaken jointly by the Council of Independent Colleges (CIC) and the United Negro College Fund (UNCF). The project comprised two components: comprehensive leadership development programming for presidents, deans and mid-level managers of private historically black colleges and universities (the institutions within UNCF), and faculty development programming; and a series of exchanges of administrators, faculty and students between UNCF institutions and other private liberal arts colleges and universities within CIC.

The idea for the project originated with CIC and was endorsed by UNCF as a way of enhancing the institutional effectiveness of historically black colleges and universities. Initial program funding of $250,000 was provided by the Prudential and Warner-Lambert Foundations; by the end of the five-year period, thirteen separate funding sources had contributed more than $1.2 million.

Ideas and Implementation

The project was inspired by the belief that UNCF colleges share common problems, needs, understanding and insight with the colleges of CIC, but, in many cases due to financial constraints, have had less access to forums where they could share and learn. The project was also seen as a way of building bridges between UNCF members and other CIC colleges for improved multicultural understanding.

To provide opportunities for cooperation and sharing, CIC and UNCF sought foundation support that would permit the presidents, deans, faculty and administrative staff of UNCF colleges to participate in CIC's leadership development programs, including the annual Presidents Institute, annual Deans Institute, and workshops on teaching and technology for faculty and staff. In the third year of the program, additional foundation support funded interinstitutional exchange partnerships between UNCF colleges in CIC and other predominantly white CIC colleges. By 1993, 41 colleges had been involved in or were starting to develop such partnerships.

Components of the program were planned by an Advisory Committee that includes several retired presidents of UNCF colleges, CIC executive staff and board members, executive staff of the UNCF, and presidents of other CIC member colleges. After five years of experience in the project, the Advisory Committee requested that a comprehensive report on the project be researched, written and published; the report would both review the project's specific accomplishments and analyze its broader implications and impact. A Review Team of leading educators not involved in the project was hired to undertake the report. The BellSouth Foundation, Monsanto Fund, Aetna Foundation, and the Lilly Endowment provided grants to support the team's work and publication of its report in this document.

The report demonstrates clearly that this partnership of CIC and UNCF has been an "exchange relationship" from very early on in the program. Presidents and deans from UNCF colleges and other CIC colleges have learned much from working with each other through the project. The original notion of enhancing black college leadership has become one of enhancing institutional effectiveness for all participating colleges. The report also shows that the program's potential has not yet been fully realized, a reality that has served to coalesce project participants around a commitment to continue and expand the project's work.

Assessing the Results

The project has directly involved the senior executive and academic leadership of *80 percent* of the private, historically black colleges and *more than 400* faculty and staff from those institutions. It brought UNCF colleges into an association with more than 300 other

colleges, where broad-based sharing among the membership was fully possible and demonstrably realized. It significantly reduced participating UNCF institutions' sense of isolation from the mainstream of American higher education. Importantly the project created a means for the historically black colleges to share their experiences and heritage with other CIC institutions, including those urban campuses with growing minority student populations. Finally, the project developed a model for interracial community building.

The project has been highly cost effective. If the total cost of the program is unit-costed among the 34 participating colleges, the cost per institutional affiliation is slightly more than $35,000, or the approximate equivalent of one average faculty member's salary and benefits for a single year. If the $225,000 allocated for exchanges—funds that provided collaboration on programs, student exchanges, curricular development, and the potential for creating positive multicultural environments—is shared among the 41 participating colleges, the cost is roughly equivalent to a single year's tuition for one student.

Carefully considered, this program succeeded for a number of reasons. First, there was a shared set of expectations which included common institutional values, habits of communication within CIC that made for easy cooperation and involvement of new members, general expectation of rewards among CIC participant colleges, and multiple forms of exchanging information. Second, the active involvement of CIC leadership as well as UNCF staff and the Advisory Committee stimulated UNCF involvement. Third, within the framework of the project's goals, participants were given flexibility in the use of available financial resources, so that they selected how to best address issues of their own choosing. And finally, there was a consistent focus on problem solving and pragmatic response to needs.

The Power of Collaborative Activities

The report shows how presidents, deans and faculty have come to value the association of UNCF colleges with other CIC institutions in participating in the leadership development programs available to all CIC members. It also reveals how the project has provided an exchange of ideas and information as all participants realized their common problems. It outlines the role that UNCF colleges, as newer members of CIC, can serve to help jointly resolve challenges to higher education. Through the project, administrators have found new solutions to management issues, teachers have found ways to be more effective in the classroom, and managerial staff have discovered how to ameliorate operational problems. Institutions have been improved and individuals have been enriched through participation in the project.

The more recent initiative of funding exchanges linking UNCF colleges with other institutions in CIC has grown in each successive year. Colleges are realizing the worth of joining together to consider management issues, curriculum issues and the challenges of building environments of multicultural understanding. Exchanges of administrators, faculty and students are only beginning to realize their potential. Most importantly, the participation of students is only beginning to occur on a substantial basis. The exchanges are for functional purposes of improving participating institutions. The "spillover" is the enhancement of positive human relationships that is seen to be occurring.

The Lessons Learned

The five years of the joint CIC/UNCF initiative have taught several valuable lessons. First, progress is made by focusing on jointly solving functional problems. This contrasts to the more political stance taken by some academic communities that have not successfully built positive multicultural environments. Pragmatism is clearly more valuable than

confrontational politics. Second, building positive relationships while focused on pragmatic tasks requires effort and the willingness of participants to be open to new insight and understanding. Third, while pursuing the goals of the project, those involved must remember that the end of all this effort is to serve the needs of the students. This means that presidents, deans and faculty have an obligation to rapidly translate new knowledge and insight into forms that will have a positive impact on students. Fourth, successful exchange programs, or participation in the CIC's leadership development programs, can encourage colleges to develop new resources and programs apart from those developed directly in the project — an essential spillover into all areas of a college community. This also needs to be better measured and encouraged. Finally, all CIC institutions that have been involved in the project need to take a long-term view of enhanced institutional effectiveness. There are no quick fixes. Building better management practices will build stability over the long term and will enhance overall institutional strength. The same perspective needs to apply to campuses working to create climates of positive diversity. It requires willingness to work hard and make needed adjustments, so that the positive, though unintended, consequences of multicultural sharing can flourish.

Future Directions

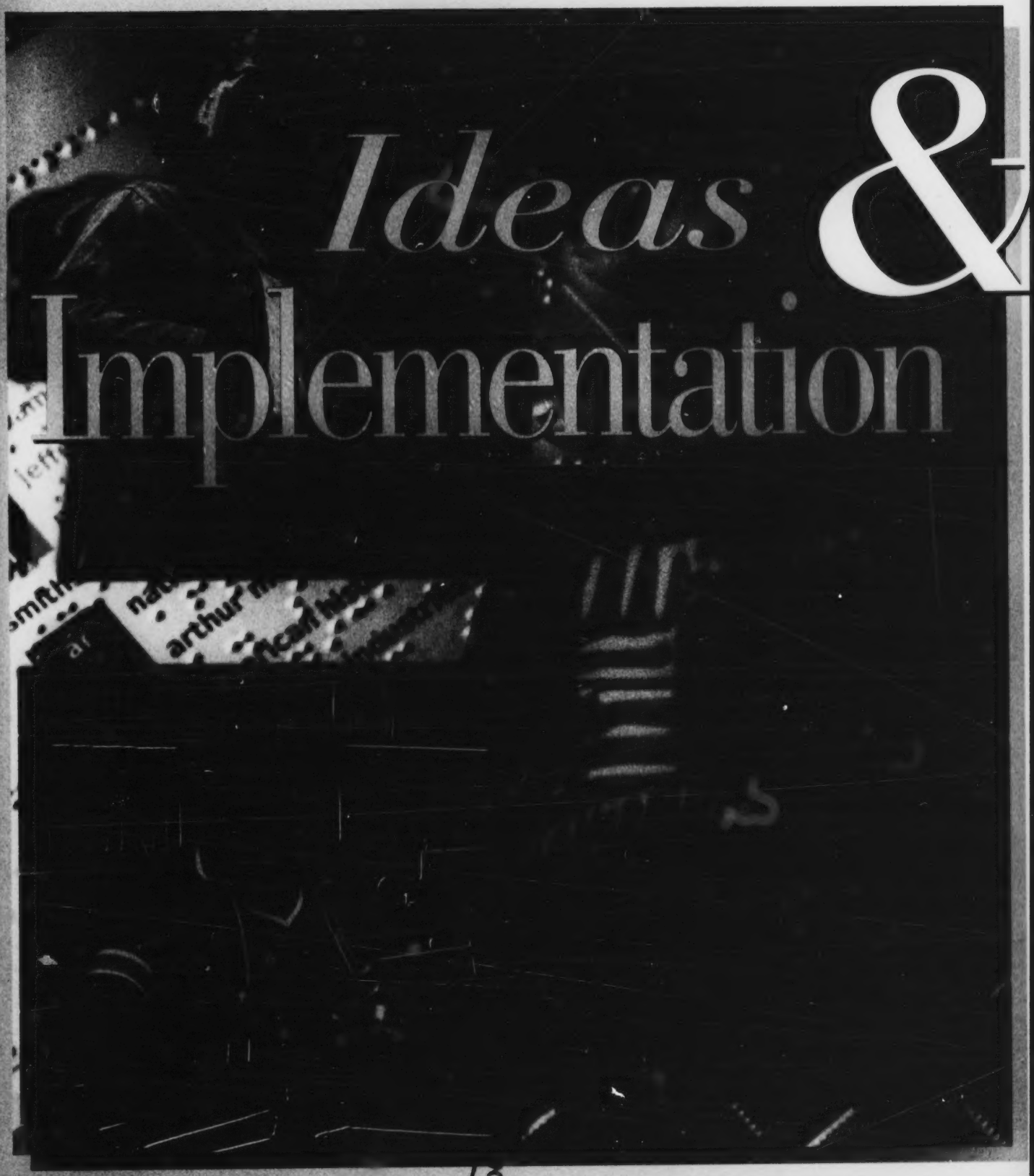
Based on these findings, the project should be maintained and supported for all participating colleges, and those UNCF colleges not in the program should be encouraged to share in this effort. Since institutional exchanges cannot be arranged for all CIC members, there needs to be a way to share the value of these exchanges with the entire CIC membership, as all must respond to the diversity in their communities. Finally, the project Advisory Committee needs to be preserved as a source of oversight and the development of new ideas.

Several strong recommendations are made regarding expanding existing programs. First, evidence provided by various interinstitutional exchanges supports broadening the level of student involvement. Second, the project has great potential for strengthening teacher education programs in CIC colleges. Third, workshops for middle managers will permit them to duplicate the sense of sharing for discovery of new ideas that has been enjoyed by presidents, deans and faculty. And finally, having considered all the other constituencies of a college community, more consideration needs to be given as to how trustees can be involved to enhance overall institutional effectiveness.

The CIC/UNCF program can be considered a national model for collaboration in higher education. It has demonstrated that communities marked by common values, open communication, dedicated leadership, and trust can be models for other groups trying to resolve problems of community and cooperation. Second, resources are now in place to create a new initiative for encouraging volunteerism and service among students of participating colleges. Third, the project is viewed as a sound foundation for developing new initiatives in global education that will insure all students become productive members of the "Global Village."

Upon review of all the findings, the Advisory Committee has concluded that the project is still very much a work in progress, with many more benefits yet to be realized. Because this is a documented reality, the Committee makes this statement:

The Advisory Committee, comprised of UNCF college presidents, other CIC college presidents, and the executive leadership of both the Council of Independent Colleges and the United Negro College Fund, is persuaded that every effort must be made to secure the continuing support of this demonstrably productive joint CIC/UNCF initiative.


Ideas &
Implementation

One of the most difficult challenges facing American society is how we can create an individual and collective spirit of respect, trust and sharing among all citizens. This report outlines a set of initiatives that have contributed to this goal. It describes how the Council of Independent Colleges, joined by the United Negro College Fund, developed, implemented and continues to carry forward a program for making the institutions in their joint membership more effective in carrying out their educational and social missions. The importance of this program is two-fold. First, it has determined how colleges use their resources, teach their students, develop new facilities, organize their personnel, and engage in programs for encouraging thousands of young men and women to have a greater sensitivity to a diverse society's needs. Second, and of surpassing importance, has been the process by which this cooperation came about. It is a spirit that continues to grow in this association of institutions that comprise the membership of CIC and to which eighty percent of the UNCF colleges and universities have now been drawn. It is a record of five years of effort, where each part of the program has strengthened institutional effectiveness, enhanced those resources expended on the "bricks and mortar" elements of college operations, and created a model of interracial community building for others to emulate.

THE REALIZATION OF A NEED

Efforts to provide educational equality in the '50s, '60s and '70s increased opportunity for African-Americans and other groups previously excluded from the mainstream of national life. Legislative mandate, judicial writ and political leverage changed existing conditions. This progress may have encouraged the belief that the American dream was well within each person's grasp, but that was not so. In the 1980s evidence proved that African-Americans and other minorities seeking higher education were still experiencing second-class status that was not easily overcome.

In the Washington offices of the Council of Independent Colleges, a research folder with articles, magazine essays, newspaper columns and public interest stories from the country's leading newspapers and journals verified a continuing need. They showed that the rate of blacks applying for collegiate admission in the '80s had slowed, in contrast to the '60s and '70s, when African-American enrollment in post-secondary education had doubled. It was also clear that inflation of college costs had forced scholarship budgets which predominantly white colleges had reserved for recruitment of African-Americans to be scaled back. Finally, the statistics revealed that attrition rates at many predominantly white schools indicated those institutions had yet to design environments which could meet the needs of many black students.

In the '80s, private, historically black colleges experienced the same enrollment growth of the '60s and '70s, but with several distinct differences. They provided a supportive environment for students, and increased federal scholarship and financial support permitted the black colleges to accommodate that growth in enrollment, or at least stabilize the size of their student populations. Access to governmental funding, however, did not alter the fact that a majority of these institutions remained relatively small and underfunded. In a survey of UNCF campuses completed in the late '80s, the average enrollment was 863; twenty-five institutions had enrollments under 750. Viability demanded scarce resources be used with exceptional care, and increased administrative pressures imposed by public regulatory bodies and accrediting agencies meant that loss of accreditation was a constant threat. These facts defined a condition: private, historically black colleges were providing congenial learning environments to a growing number of African-Americans and shouldering a greater burden for educating

young men and women, while being in constant need of every kind of resource to do their job well. These conditions crystallized the concern of the CIC leadership and catalyzed a commitment to provide support.

TRANSFORMING A CONCERN INTO PRODUCTIVE RESPONSE

The president of the Council of Independent Colleges, Dr. Allen Splete, was convinced the organization he leads could play a role, since CIC is comprised of some 340 private colleges and universities, many of which are also small and experienced in managing limited resources while still providing excellent undergraduate education. Splete believed that historically black colleges and universities, like all colleges in CIC, could benefit considerably by participating in the core activities of CIC.

Having defined both a need and a potential means for responding to that need, Dr. Splete shared his ideas widely within the higher education community, receiving encouragement as well as some counsel that the effort might have drawbacks. A critical meeting occurred in the latter part of 1987, when Dr. Splete met with Dr. Christopher Edley, then president of the United Negro College Fund. Edley's response in a letter to Splete in mid-October supported the CIC proposal for what was then termed an initiative to "improve management effectiveness of small, historically black colleges." Edley assured Splete,

> "We will identify member presidents and deans to serve on CIC advisory committees; encourage UNCF institutions to become members of CIC and participate in this important program; publicize the workshops for presidents, deans and faculty; provide on-site assistance in coordinating the workshops; and develop seminars specifically geared to the private black colleges."

It was a pledge of more than nominal support. UNCF committed itself to "assisting with the implementation" of a joint undertaking by two organizations pursuing a common cause.

Proposals to the Prudential and Warner-Lambert foundations were favorably received and provided CIC with $250,000 to support the first two years of the program. In the late spring of 1988, Splete and CIC Vice President Russell Garth met with Alan Kirschner and Haywood Strickland of UNCF to discuss in greater detail how the program would be implemented. They determined that an Advisory Committee would be formed to select the first ten colleges to participate in the program. CIC agreed to prepare an invitation to participate that would be reviewed and endorsed by the UNCF board at its June meeting. Splete was invited to meet the presidents of UNCF colleges at their annual meeting in October in order to answer questions about the program.

The program had now shifted from planning to implementation. A mid-July press release identified Prudential's support, saying, "The Council of Independent Colleges, the United Negro College Fund and the colleges can build a strong and productive network." The Warner-Lambert Foundation emphasized its long-term support of the UNCF and more recent support of CIC, saying "the linkage between CIC and UNCF and between historically black colleges and other liberal arts institutions is to be applauded and Warner-Lambert is pleased to participate in this most worthwhile project." With both financial support and cautionary encouragement, the effort was up and running. Dr. Splete and Dr. Edley sent a joint letter to UNCF institutions inviting their participation in the project, and by the first of September the initial ten applications had been received.

By now the Advisory Committee had been appointed. Its members included Luther Foster, former president of Tuskegee University; Willa Player, former president of

As the project developed, it was evident that long-time CIC members were learning a great deal from their new colleagues at historically black colleges.

Bennett College; George Owens, former president of Tougaloo College; Theodore Demeritte, a CIC board member representing corporate interests; Donald Mundinger, president of Illinois College; and Harold Delaney, executive vice president emeritus of the American Association of State Colleges and Universities; as well as Splete, Kirschner and Strickland. The committee first met formally that October, when the plan for involving an original group of ten colleges was expanded to thirteen, and these institutions were notified that they would be the initial participants in the program.

The impact was immediate. Seven UNCF college deans attended the CIC Deans Institute in early November 1988. Nine college presidents attended the CIC Presidents Institute in January 1989, where two were elected to the CIC board of directors and five given program responsibilities. Their early acceptance of participation and vigorous involvement from the outset established a benchmark for the entire five years of the project. It also stimulated the interest of other sources of financial support, so that over the five-year period thirteen different foundations would provide $1,213,500, with the primary benefactors being the Prudential, Warner-Lambert, Charles Stewart Mott and Teagle foundations. This level of support enabled CIC and UNCF to pursue their original goals and expand upon them. By the end of the second year, twenty-seven, or two-thirds, of the UNCF colleges were members of CIC and fully involved in CIC activities.

In the nearly five years since that first Advisory Committee meeting, its members have been actively committed to making this project work and grow. They have constantly reviewed every activity, and applied their accumulated insight to issues ranging from executive leadership to the role of churches in the life of many of the participating schools; from concern for strengthening boards of trustees to the technological aspects of fund raising; from helping deans be more effective in their roles to managing grants, strategic planning and evaluation of institutional outcomes. The combination of academic administrators and corporate executives insured the black college perspective and the CIC institutional perspective were mutually understood, as UNCF college presidents were encouraged to participate and build new bridges of cooperation. In other words, there is tangible evidence that through the project institutions have been made better, and presidents, deans, faculty and staff who have had the benefit of "scholarships" for their continuing education have become more effective in their roles. By every measurable criterion, the project has proved to be a highly cost-effective means of increasing productivity and performance and, in the process, has made the case for continuing support. As a result of increased foundation support during the third year, all UNCF institutions not already members of CIC were invited to participate in the project, with guaranteed financial assistance for participation in the core activities. And as of 1993, 80 percent of the UNCF colleges are active members.

Interestingly, this level of participation led to significant changes in the way the project was perceived by its participants.

EVOLVING GOALS

When the first two-year report was prepared, the title was "Leadership Effectiveness in Small, Private, Historically Black Colleges." Subsequent annual reports shortened this unwieldy title to "Enhancing Black College Leadership." But the Advisory Committee, participants from the black colleges, and other CIC member institutions realized these changing titles failed to describe what was actually occurring. As UNCF colleges participated more fully in CIC they were transforming the original concept of enhancing management practice in historically black colleges to enhancing institutional effectiveness for all CIC schools. As the project developed a network

of collaborative associations, it was evident that longtime CIC members were learning a great deal from their new colleagues at historically black colleges and universities. Multicultural understanding was being enhanced in tangible, sometimes unexpected ways.

The shift in perceptions about the project was evident in 1991 with the implementation of a new component for the program. Beginning in 1991, CIC and UNCF made a commitment to support exchanges between historically black colleges and predominantly white colleges. With the exchanges, the Advisory Committee and the CIC staff had to define uncharted territory in terms of how to conduct inter-institutional partnerships, how to allocate resources, what criteria to use in evaluating competing proposals for support, and what obligations recipients would have to report on outcomes. The Advisory Committee chose not to impose rigid guidelines in the design of the exchange programs, but to let the potential partners determine their own goals and methods. Since all proposals for interinstitutional exchanges could not be funded, allocation of support was based on the overall integrity of the proposed collaboration as designed by the cooperating institutions. The advent of the exchanges underscored that the project had moved into a new era of reciprocity and mutual benefit for project participants.

By 1993, it was evident that the project was successful in many ways. Up to sixty percent of the presidents of the historically black colleges were routinely attending the annual Presidents Institute and a larger percentage of chief academic officers were participating fully in the annual Deans Institute. Faculty members were learning from attendance in workshops, as were UNCF institution mid-level managers. Inter-institutional exchanges were beginning to show very positive results. It was possible to bring historically black colleges into strong associative relationships which they had previously not enjoyed. It was possible to have an impact on executive and academic leadership, to improve instructional techniques and technology, and to promote substantial interinstitutional exchanges between historically black and predominantly white institutions in CIC.

EXPLORING THE NATIONAL SIGNIFICANCE OF THE PROJECT

The Advisory Committee knew the program was successful. Still, members of the group felt that more could be learned from the program. The committee requested a study to examine why college leaders and communities had come together in such a positive way, and to describe some of the tangible benefits to individuals and participating colleges. Support for the review was secured from the BellSouth Foundation, Monsanto Fund, Aetna Foundation, and the Lilly Endowment. A committee of seasoned educators familiar with historically black colleges was hired to undertake this study. Co-chaired by Tuskegee Institute President Emeritus Luther Foster and Peter French, professor of government at Mercy College, the team also included Antoine Garibaldi, vice president for Academic Affairs at Xavier University; Michael Nettles from the University of Michigan; and the University of Pennsylvania's Ursula Wagener. The committee's work encompassed visits to participating colleges, phone surveys, written questionnaires, and review of all the documents that formed a record of this effort. The following sections report that study's findings.

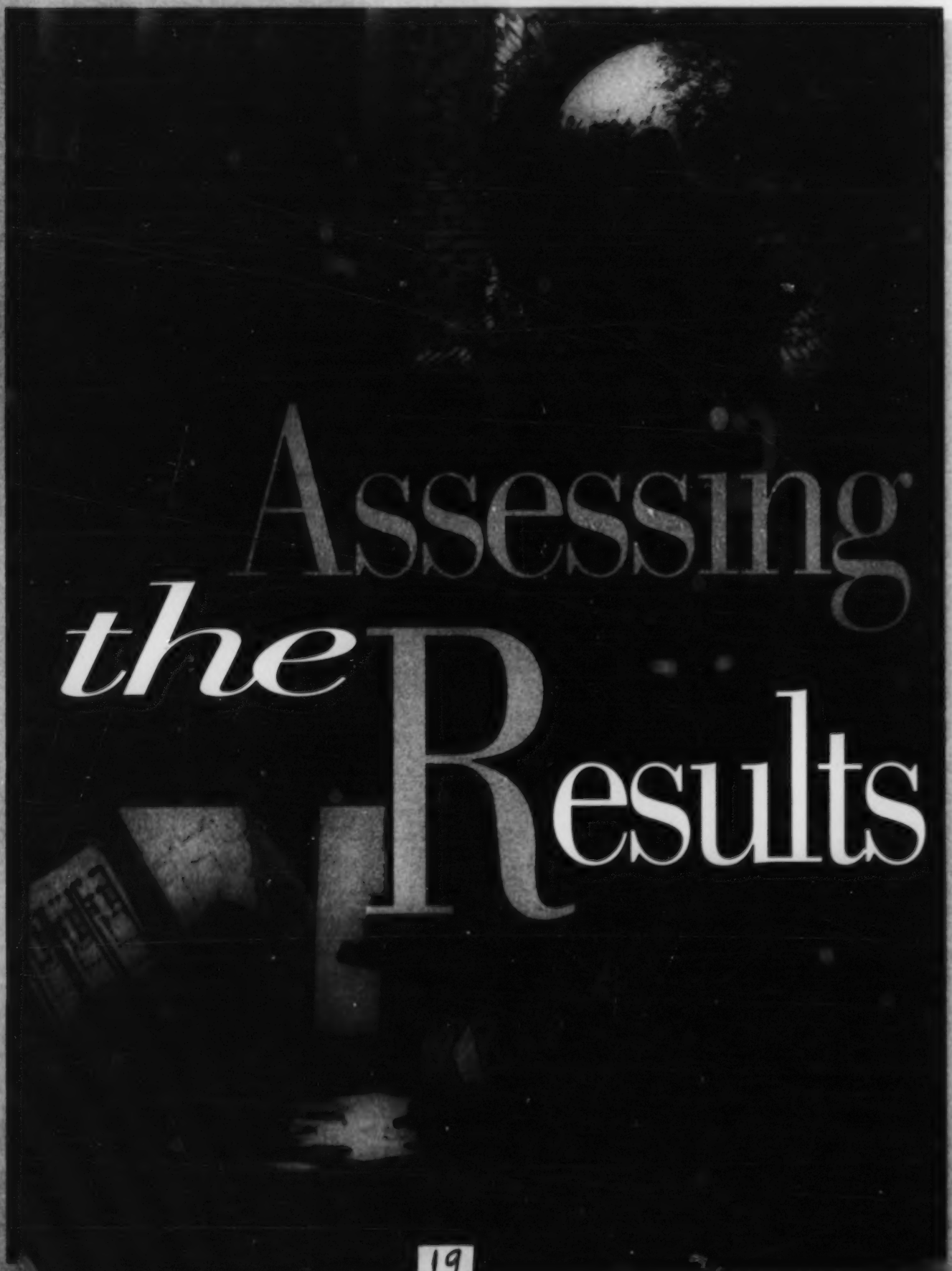
The review proceeded along two tracks of inquiry. The first was directed toward a summative evaluation that would demonstrate measurable change in conditions. This is done by reporting on the program's growth on a number of indices: institutional affiliation of historically black colleges in CIC, attendance at Presidents and Deans Institutes, number of requests for consultancy services, and numbers of faculty attending faculty workshops, technology workshops and special

Students at colleges participating in the project are the true legatees of this effort.

seminars. Unit-costing the program over time also indicates how the level of funding has produced substantial results for expense incurred.

The second track of inquiry was more attitudinal, and, consequently, less statistically conclusive. This part of the review focused on discovering reasons for the project's success and required interpreting anecdotal information compiled in reports, letters, on-site visits to participating colleges, and phone interviews with faculty and administrators at both historically black colleges and other CIC member institutions. This material provided much richer insights, but must be considered formative, in that the ultimate result of all these activities cannot be known at this time.

To use an analogy with some reasonable parallels, one can measure growth in participation in the CIC/UNCF project in the same way one can measure the number of phones installed in a community and the number of messages that have been carried over the lines. What cannot be known is the content of those messages. Similarly, it is not possible to know the richness of the exchanges of information that have occurred between presidents, deans, faculty and administrative staff. The available commentary suggests powerfully and persuasively that the project has been unambiguously positive. The true outcomes will rest in the hands of the young men and women who now study and work on these campuses. As they contribute to the public trust in the 21st century, they are the legatees of this effort. ■



Assessing *the* Results

The CIC/UNCF project has several special characteristics critical to its success. Examining these characteristics can identify the sources of the success. And understanding why this project has worked is as important to the long-term interests of higher education as measuring how well it has succeeded. Why did this project grow without setbacks? What is it about this project that gives every indication that its full potential has not been reached? How have pitfalls been avoided? The Review Team set out to answer these questions and to create an index of just how successful the project has been to date. Before examining those why questions, it is useful to look at some specific measures of achievement.

A RECORD OF ACHIEVEMENT

The most significant fact about the project is how effective and efficient it has been. Several highlights are germane:

First, it directly involved the senior executive and academic leadership of eighty percent of the private, historically black colleges and more than 400 faculty and staff from those institutions. (The table on the following page summarizes the level of institutional and individual participation.)

Second, it brought UNCF colleges into an association with more than 300 other colleges, where broad-based sharing among the membership was fully possible and demonstrably realized.

Third, it significantly reduced participating UNCF institutions' sense of isolation from the mainstream of American higher education. Anecdotal data reported in the next section shows how rich an experience participation in the project has been.

Fourth, it created a means for the historically black colleges to share their experiences with other CIC institutions, including those urban campuses with growing minority student populations.

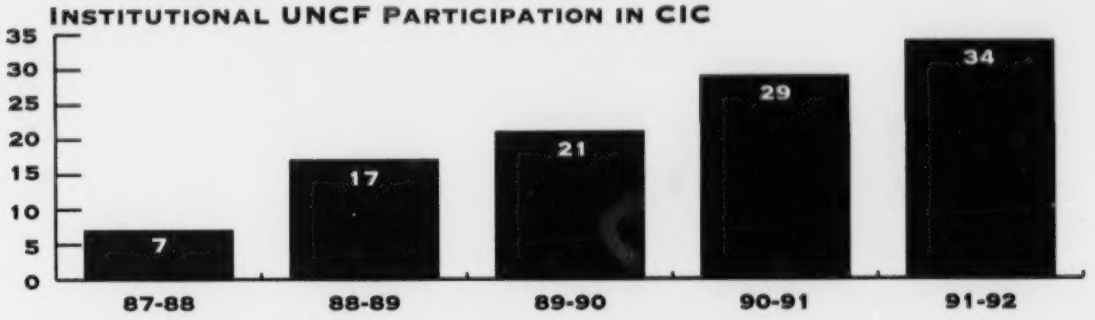
And fifth, it developed a model for interracial community building that others who must build environments of sharing can consider and use.

Importantly, the project proved to be a highly cost-effective means to spark innovative collaboration among thirty-four UNCF institutions and more than twenty other CIC colleges which jointly enroll more than 75,000 students. What did all this cost? If the total expenditure of more than $1.2 million is divided by the 34 UNCF schools which are now active members of CIC, the cost per institution is slightly more than $35,000, or the equivalent of one average faculty member's salary plus benefits for a single year. For that modest investment, presidents, academic deans, student affairs deans, middle management personnel, faculty, and students gathered, learned, planned, implemented, shared and became more effective, more knowledgeable, more learned, and more understanding than they might otherwise have been. If one considers just the interinstitutional exchange programs, where slightly more than $225,000 of the project funds have been spent, one sees the same cost-effectiveness. For about the cost of a single year's tuition for one student, colleges have collaborated on programs, exchanges, curricula, and expanded the potential for creating positive multicultural environments.

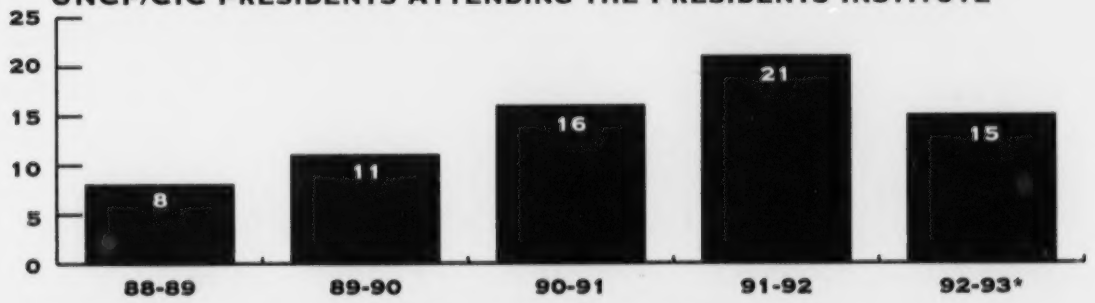
SOURCES OF SUCCESS

The challenge of securing both the interest and active involvement of the historically black colleges was not a minor matter. The leaders of these institutions might legitimately ask the question, "Why is this association interested in us?" Once Dr. Splete had defined a need, it was imperative that he approach UNCF to share information and gain its support. Willingness to meet with the presidents of these colleges at the annual UNCF meetings was not a courtesy. It was a critical demon-

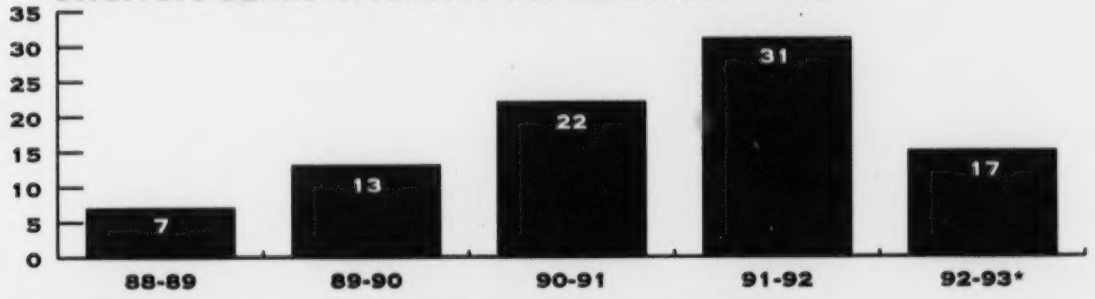
INSTITUTIONAL UNCF PARTICIPATION IN CIC



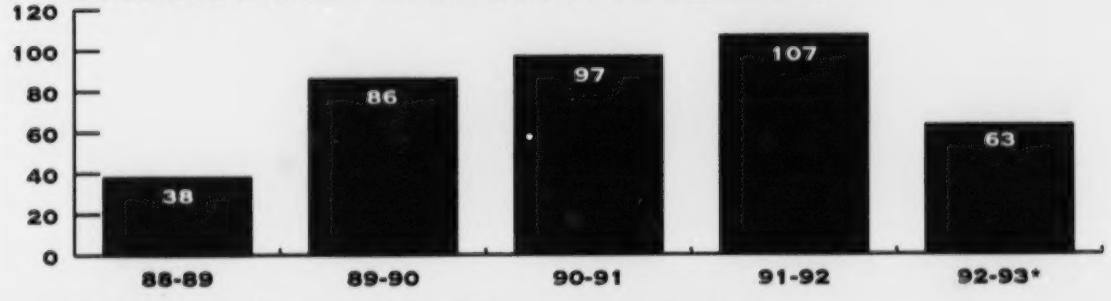
UNCF/CIC PRESIDENTS ATTENDING THE PRESIDENTS INSTITUTE



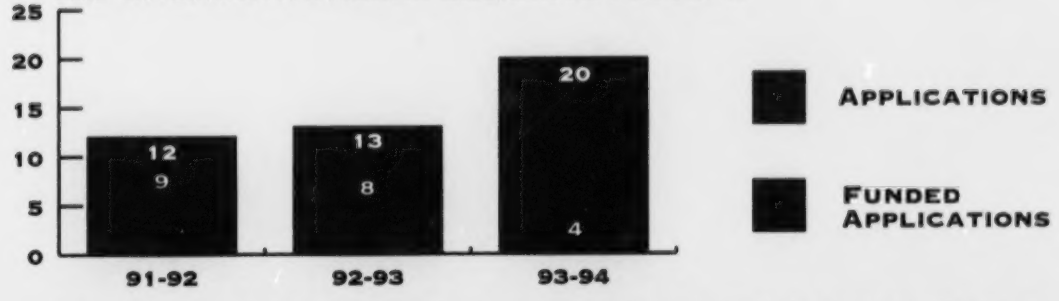
UNCF/CIC DEANS ATTENDING THE DEANS INSTITUTE



UNCF/CIC FACULTY AT WORKSHOPS OR SEMINARS



THE INTERINSTITUTIONAL EXCHANGE PROGRAM



*The drop in participation in the fifth project year is attributable to the reduction of funds available for participation

stration of CIC's commitment to the project's success. The annual CIC Presidents and Deans Institutes were carefully planned to insure that project participants would feel immediately welcome. There is overwhelming commentary on how the presidents of the historically black colleges felt they had been warmly and congenially drawn into the fellowship of other CIC presidents as soon as they arrived at their first institute. Comments from those UNCF chief academic officers attending the Deans Institute affirm that the same sense of acceptance and involvement was present there. This phenomenon of welcome and immediate participation suggests that key background factors were already in place to contribute to such a good start; the research isolated four critical variables.

The Similarity of Institutional Values

CIC member institutions are generally small private colleges with a high level of correlation between commitment and practice in fulfilling their mission to higher education. The very large majority are historically church-related, even if that influence has, in some cases, become attenuated over time. All the historically black colleges and universities that have participated in the project have a church-related legacy that in many cases remains prominent even today. Since they are also of roughly similar size, often rural or at least away from major metropolitan areas, and face the financial constraints encountered by nearly all private institutions, the overlay of values and perceptions is fundamentally significant. This forms a mutual compatibility of values on two levels: (1) the historic religious affiliation shapes the mission and perspective of the institution, and (2) the institution is committed to educating the whole person in the best liberal arts tradition.

Communication and Community Building

A second background variable is the open communication characteristic of the various core activities of CIC. Presidents and deans soon feel comfortable being involved in CIC institutes where all are free to speak and be heard. Ideas flow easily in settings developed to encourage such cooperation. This starts with the New Presidents Workshop which precedes the opening of the annual Presidents Institute. A similar environment for building good communication characterizes the Deans Institute, with its program of mentors for new deans and a welcome and special program for spouses of deans. None of this occurs casually or accidentally. Communication and the way it occurs is integral to CIC's consistent effort to provide a community where everyone feels free to fully contribute. Mutuality of values and a culture of open communication combine in a powerful synergy to draw newcomers into immediate and satisfying association with their peers.

The Mutual Expectation of Rewards

Because of the overlay of missions, institutional profiles, historic values and shared needs and challenges, CIC conscientiously seeks to address issues that are common to its membership. As a result, everyone participating in the various core activities of CIC can expect to discuss familiar issues, contribute their own insights, and hear about how others have approached common concerns. Participants in CIC activities quickly learn that they will always gain something of value from each activity — rewards that may be operational, pedagogical, or personal, but rewards nonetheless.

Multiple Forms of Information Exchange

The fourth variable is the development of a variety of mechanisms for communicating within the organization. In addition to the Presidents Institute, the Deans Institute and the faculty workshops, there are special seminars focusing on particular issues. The Washington office of CIC provides multiple mailings on CIC activities and is assiduous in

its follow-up to correspondence; staff also stays in touch with members through regular phone calls and a program of campus visits unparalleled among Washington associations. Member institutions may be sure that CIC cares for the concerns of each individual college, that it can offer help and a network of "friends" willing to share at a moment's notice. This sense of comfort and security in being able to call on the resources of the entire organization creates a dense network of communication, which enhances the association's strength and draws member institutions into a sense of comprehensive affiliation with the organization.

These four key background variables illustrate how values, group dynamics, and community culture contribute to successful functional cooperation. What makes the joint CIC/UNCF project special is that these variables drew together historically black and predominantly white colleges in a positive, productive way, in a time when society at large seems unable to work together cooperatively in pursuit of common ends. The more than thirty historically black colleges which are now part of the CIC "family" did not just join another higher education association. They were, instead, linked to a community of educational institutions where shared values, habits of communication, mutual expectations of rewards and diverse means for frequent communication on a wide array of subjects made them feel secure and welcome.

THE ROLE OF LEADERSHIP

The presidents of each of the historically black colleges invited to participate in the project played a critical role. As Advisory Committee member Luther Foster indicated, "Without the commitment of the president at each college, the project won't work. That's the whole ball game!" Getting the presidents to the annual Presidents Institute was a crucial part of program development. Later on, the importance of the involvement and commitment of the CIC and UNCF leadership itself became clear, especially the role played by Dr. Splete. Encouraging the historically black colleges to join CIC took more than the endorsement of UNCF; it required active joint planning. And, most importantly, it required convincing the colleges beyond any doubt that CIC genuinely wanted them to be full partners in the organization.

The best way to demonstrate such conviction was not to wait for presidents or deans to show up at the various institutes, but to go see them. And that is just what Dr. Splete did following the initial meeting of the Advisory Committee in October 1988. He was on the road to Benedict, Johnson C. Smith, Morris, St. Paul's, Virginia Union and Voorhees. And in the spring of 1989 he was back on the road to Jarvis Christian, Wiley, Paul Quinn, Huston-Tillotson, Xavier, Dillard, Tougaloo, Rust, Philander Smith, Lane, Fisk and Wilberforce. During the course of the project he visited a total of thirty-four campuses, some more than once.

CIC wanted UNCF colleges to be full partners in the organization.

UNCF institutions participating in the project would never again be points on the map and voices on the other end of the line. CIC knew these places now — the students, the faculty, the facilities, the administrative structures, their settings in towns, cities and rural areas, and their concrete, very apparent needs. And everywhere he went, Dr. Splete took notes so that he would be reminded of the places he had seen, the people he met and needs he saw. The notes ran to dozens of pages. Consider a few of the images drawn from those pages, which illustrate how CIC insured it knew its new partners.

> "...Global awareness is prominent...values orientation of staff impressive...lots of pride prominent....Tradition abounds at this famous college founded by a remarkable woman....One can sense history here from the statue of W.E.B. DuBois to the first Carnegie library for a black college...impressive renovation job

of main administration building...unique consortium arrangement with UNCC, Queens and Central Piedmont...special facility with banking and finance where students actually run the campus bank....Campus has historic district and early 1900s architecture is precious... wonderful honors program...."

Having visited eighteen colleges in the first year of the project, Dr. Splete planned to spend time visiting as many of the colleges as possible as part of his overall commitment to visit 60-80 independent colleges in any twelve-month period. This willingness to go to the schools made a dramatic impact on the senior administrators of the colleges participating in the project. Members of the Review Team who visited the various campuses encountered consistent, positive comments about CIC's willingness to come and see them. "He came to see us!" "We really appreciate how he traveled all this way. Now we know that he understands what our problems are."

Dr. Splete's presence on so many historically black college campuses was the most prominent symbol of how CIC's leadership worked to secure the genuine involvement of each of the UNCF colleges. The national CIC staff in Washington reinforced the importance of the campus visits by generating follow-up correspondence and communication, so that a visit to a college was not an isolated event. Nothing was ignored.

The format of institutes, the selection of faculty to teach in workshops and the constant review process all contributed to help make the historically black college administrators and faculty feel a greater sense of involvement.

This is the second factor crucial to the success of the project. Background conditions are essential, but will not produce success if the leadership is not wholly involved. This is particularly important when the project has so many behavioral dimensions associated with securing institutional collaboration, and the leaders of those colleges have every reason to be initially skeptical about joining an organization.

Any agency, organization, foundation or group that would consider implementing a similar initiative aimed at building collaboration across socially significant lines has to do more than authorize the funding and announce its intents. The leadership must be visibly and unassailably involved at the grass roots level in the delicate and critical task of building collaborative relationships between communities that have historically been separated or isolated from one another. By getting out of Washington and traveling all across the country, CIC, in the person of President Splete, was offering assurance that being enrolled in CIC meant being fully a part of CIC. It was not just the presidents of the historically black colleges who made the project succeed; it was the unconditional commitment of the CIC leadership itself.

FLEXIBILITY AND TRUST IN USING PROJECT RESOURCES

The third characteristic of the project which contributed to its success was the flexible allocation of resources. Too often, funded programs have a tendency to predetermine recipients' needs. Guidelines are written, justifications demanded and outcomes requested which by their very nature place constraints on creativity. As a consequence, applicants must discard bits and pieces of their genuine need in order to shape requests to fit within the parameters erected to control expenditures. In developing the CIC/UNCF project there was ample opportunity to make that mistake. Yet this overmanagement was avoided by assuming that institutions were best able to define their own needs.

Opting for flexibility in how resources were to be used created a necessary but unavoidable risk. Calculating outcomes would be more difficult. Funds might be used for mere ancillary needs. There would

be no way to measure the ideas and insights generated in the discussions at the Presidents or Deans Institutes. The program of interinstitutional exchanges, which used the same principle of flexible planning to permit colleges and their leaders to identify their specific needs and develop programs to meet those needs, also had limited statistical measures. Applications for funding of exchange programs were evaluated by how well the proposed activities could meet the goals set by partner institutions, not by fixed criteria that imposed a rigid set of operational constraints.

This choice conveyed a basic trust to historically black colleges considering membership in CIC. Consider this. A UNCF college receives an invitation to join an association of predominantly white colleges. It can then choose how to use a package of funds — to have the president and/or dean attend annual institutes, to support faculty attending workshops, or to hire consultants to help the college analyze and respond to specific problems. The invitation basically says, "You know what your needs are. We will do everything to help you." It is a powerful message.

Given opportunities to address any problem, the presidents of the historically black colleges generally opted for practical advice. By way of example, this is clearly evident from the initial round of consultancy requests submitted in the 1988-89 year:

Johnson C. Smith University
"General Education Review"
Morris College
"Designing A Management Information Reporting System"
Philander Smith College
"Fund Raising"
Saint Paul's College
"Fund Raising"
Virginia Union University
"Student Retention"
Voorhees College
"Developing A Management Information System"
Wilberforce University
"General Education Review"
Wiley College
"Institutional Effectiveness"

Implicit in the message of trust that characterized the expenditure of resources within the project is the knowledge that other institutions in this organization have similar values and meet in settings where open communication puts everyone at ease. Members can anticipate useful rewards and the opportunity to build a wide network of contacts to call upon in addressing future challenges. Moreover, the invitation is not perfunctory; the president of the organization shows up on your campus to get a firsthand understanding of the institution and its needs. This combination overcame any initial resistance and drew the UNCF schools into collaboration with the rest of the CIC organization.

The invitation says "You know what your needs are. We will do everything to help."

TYPES OF INFORMATION SHARING

We also sought to determine whether we could characterize the kinds of information or assistance participants were seeking through the project. Our analysis reveals six basic types of information exchange:

Pragmatic Exchanges: (1) Cooperation to improve management effectiveness and (2) Efforts to improve administrative procedures and skills.

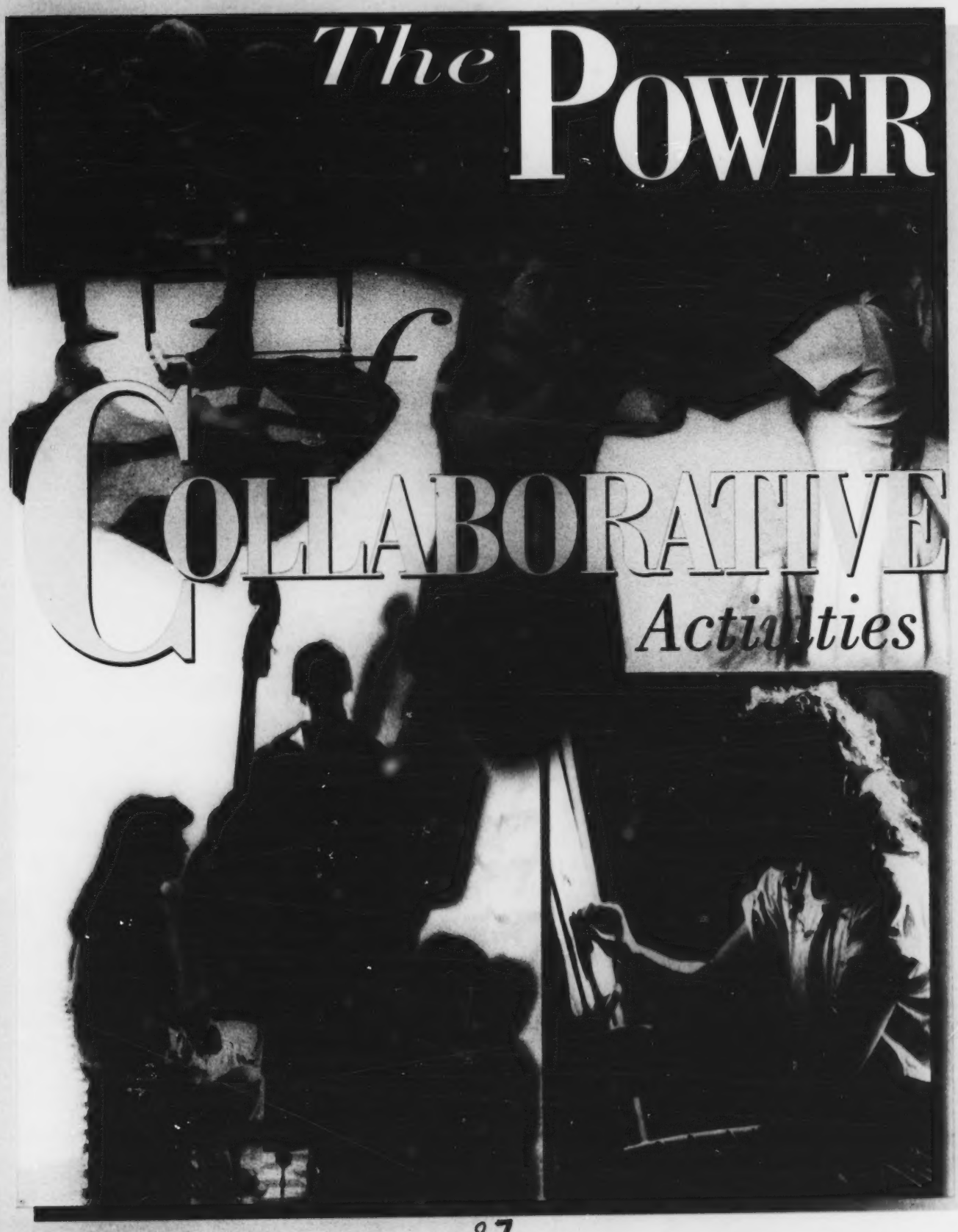
Academic Substance Exchanges: (3) Curriculum revisions and development efforts and (4) Special program enhancement such as freshman year programs or retention programs.

Cross-cultural Exchanges: (5) Efforts to enhance the multicultural dimensions of campus environments and (6) Inquiry into the psychological and individual aspects of living and working in multicultural settings.

These various forms of information sharing are important for two reasons. First, they demonstrate that the project was never a one-way flow of expertise and information. From the outset, presidents and deans were engaged in sharing ideas that were valuable to all. In the process, the original intent of the project to enhance the effective management of historically black colleges may have been advanced, but once institutions of similar size and profile began to interact, a great deal of mutual learning took place.

The second important feature of these exchanges of information is their task-specific or function-oriented focus. Given total freedom to use the program as they saw fit, leaders focused on the pragmatic and specific rather than the general and philosophical. The project has been used to improve management practices, strengthen administrative skills, enhance the use of technology on campus, improve teaching, and restructure pedagogy. The common denominator is the high value placed on problem solving and the conscientious avoidance of polarizing debates.

This voluntary choice of task-specific or function-oriented sharing differentiates the project. More importantly, this CIC/UNCF approach correlates with extensive research and theoretical literature on effective ways to pursue community building. Together, CIC and UNCF have helped develop a model for addressing issues of diversity, democratization and pluralization in the higher education community. The core activities of the project have been instrumental, technical, and problem-oriented. This has produced unanticipated attitudinal changes, which can perhaps be characterized as part of the project's "spillover" effect. As UNCF colleges coming into CIC have worked to solve their operational problems, the positive collaboration of African-Americans and whites has demonstrated how communities can be diverse, yet achieve common agendas through trust, mutually shared values, good communication, and information sharing on a wide range of topics.



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When presidents of UNCF colleges were encouraged to participate in the joint CIC/UNCF project for management effectiveness at historically black colleges, they were also invited to apply for membership in CIC at a cost of $1,110 — a cost that the college would have to pay. In return, the college would receive financial support of up to $6,000, to be reimbursed at defined levels for participation in the Presidents Institute, Deans Institute, regional faculty workshops and consulting assistance. The institution could choose how it would spend its resource package. CIC/UNCF eventually enrolled thirteen institutions in the program for 1988-89. The project had begun. The Advisory Committee had transformed a perceived need into an organized plan, solicited and received financial support from foundations, agreed on operational objectives, honed operational details, and signed agreements with the initial group of participating institutions.

Describing the outcomes is not as easy as tracing the sequence of events that led to the creation of the project. While one can count levels of participation by administrators and faculty, what can not be easily measured is the stimulation of ideas, the extension of networks of contact and communication, and the creativity of taking an idea, improving it, and sharing it with students in a way that wouldn't have been possible without such insight. With those limitations in mind, calculating the value of the CIC/UNCF project can be considered in general terms of a formative assessment. We will examine the two components of the project, the leadership services program and the interinstitutional exchanges.

THE LEADERSHIP SERVICES PROGRAM

The Presidents Institute

On January 1, 1991, Dr. Sebetha Jenkins began her tenure as president of Jarvis Christian College by participating in CIC's New Presidents Institute. Thus, from the first day, Dr. Jenkins plunged into the tasks of leading Jarvis, while knowing she had a support system to help carry forward the leadership aims of her administration. Twenty miles north of Tyler and somewhere along Route 80 between Hawkins and Big Sandy, Texas, Jarvis Christian may be geographically remote, but it is linked to an organization it fully uses. And from that very first day, Dr. Jenkins felt welcome and wanted among the company of CIC presidents. "They just don't let you get away. The next year I was back as one of the leaders of the New Presidents Institute. I feel like I don't ever want to let CIC down."

President Oscar A. Rogers, Jr. of Claflin College admits he did not realize all that CIC had to offer at the outset, but his fellow UNCF presidents made it clear that CIC was something in which he and Claflin had to play a role. President Myer Titus of Philander Smith College in Little Rock was grateful for the opportunity to participate, knowing that neither he nor members of his administration and faculty could have had such opportunities without the support of the CIC/UNCF project. Former President Marshall Grigsby of Benedict College found that CIC's strength was the way everyone was encouraged to feel they were truly a part of every meeting. "CIC deals with the problems we have all around us." Consider the reactions of these presidents to the institute:

> "I have reaped enormous benefits from the Presidents Institute...provocative and informative sessions have impacted on the broader Rust College community...with new ideas, new insights and an excitement that has motivated the total college...." *W.A. McMillan, former president of Rust College*

> "My attendance and participation in the Presidents Institute served personally to broaden and at the same time add depth to the significance of higher education...

and its relevance to private and historically black colleges and universities...I was delighted to be in a structured setting where commonality of mission could be recognized as well as the uniqueness of approaches in meeting individual needs of differing populations...." *Robert Mitchell, former president, Edward Waters College*

"I have found the personal enrichment, fellowship and access to new information obtained through the program to be significant. The additional arena which is afforded the UNCF presidents to network with other educators, administrators and consultants is most effective. I am especially pleased to have had the opportunity to experience the impact of the discussions which centered on effective management....It will again be a pleasure for Bethune-Cookman to remain in perpetual contact with CIC." *Oswald P. Bronson, Sr., president of Bethune-Cookman College*

"Between now and the next Presidents Institute, I expect that Wilberforce University will have entered into at least two collaborative relationships with CIC member institutions....these efforts are the results of discussions which have occurred with colleagues during the institutes I have attended." *John L. Henderson, president of Wilberforce University*

"We have gained from the opportunity to interact with counterparts in the Presidents Institute....each activity has opened new avenues for gathering information on a vast number of topics and issues which we face from week to week... Moreover, we are able to compare solutions to complex problems which we are able to glean from others who have already experienced such problems. In these matters we are not forced to 're-invent the wheel'." *Lee E. Monroe, former president of Florida Memorial College and current president of Paul Quinn College*

"The opportunity to participate was greatly appreciated...The interaction with other chief executives of similar small religious institutions proved to be very helpful in the analysis of several issues of common concern...most beneficial to me was that shared, discussed and deeply pondered by me on 'The Inner World of the Presidency.' The insights provided combined with the time and the setting available for reflection had a direct impact on my outlook and ability to cope in a very busy and stressful college year." *Luns C. Richardson, president of Morris College*

"I attended the annual meeting this year and notice that the more meetings that I am able to attend, the better I get to know the other college presidents on a first name basis; and the better the interchange and socialization process become for me...Now that I have a list of college presidents that I have met, I am able to network with them on a first name basis and they are familiar with Philander Smith College." *Myer Titus, president of Philander Smith College*

"As you know, I held out from institutional membership of Paine College in the Council of Independent Colleges until last year. Now, I deeply regret not having affiliated at the first opportunity. My colleagues and the college have greatly benefited from involvement in the programs of CIC this year, and we eagerly look forward to more intensive involvement in the future." *Julius S. Scott, Jr., president of Paine College*

"My colleagues and the college have benefitted greatly from involvement in CIC's programs."

"The Presidents Institute included new information for me as I embarked on my second year as president of Barber-Scotia. First, the financial vision and leadership sessions gave me new directions in philanthropy, cost containment, fund raising strategies, retrenchment, asset management, facility planning and higher education legal issues. Secondly, other sessions and activities exposed me to ways to address faculty and staff contracts and compensation. Third, the session on inner world of the presidency was quite timely for me. My attendance at this institute enabled me to organize more effectively the college community in the design and development of our 1992-97 strategic long-range plan and in the refinement of our self-study process." *Joel Nwagbaraocha, president of Barber-Scotia College*

The CIC Presidents Institute, with its special session for new presidents, has been designed to make every new member president feel welcome. The informality, the opportunity to share ideas easily, the chance to explore the personal aspects of leadership and fundamental, substantive issues helped make the institute an ideal place for presidents from historically black colleges. Like all other CIC presidents, they could stretch their horizons, enhance their own sense of professionalism, and realize they had much to give to the discussion. Beginning in 1990, the Presidents Institute included a separate meeting for UNCF presidents to discuss issues of special concern to their institutions, indicating that in the space of that one year, the UNCF presidents were sensing a greater personal stake in the activities of CIC and a comfort in having a special place to confer.

Minutes of that 1990 meeting of UNCF presidents record an interest in revitalizing boards of trustees and encouraging them to bring resources to their institutions. The presidents discussed how their institutions could demonstrate to others effective ways to manage scarcity. They talked about the struggle of some institutions to simply sustain existence. And they alluded to the proud heritage of the historically black college as part of the nation's history. This led to discussion of the merits of having a session at a future institute for informing other CIC presidents about the role of historically black colleges in American higher education.

Not surprisingly, the following year, 1991, that suggestion became reality as Cordell Wynn, president of Stillman College in Tuscaloosa, addressed the full membership of the institute. Acknowledging it was a speech he had given many times but never in front of so many of his presidential peers from other UNCF colleges, President Wynn paid tribute to those colleagues he characterized as "some of the giants of higher education and 'deans' of black higher education" from whom he asked for patience and support, knowing that they knew this story as well as he. President Wynn gave a profile of the struggles encountered by historically black colleges as they sought to survive, gain degree-granting status, and win accreditation from their regional accrediting agencies. He then informed his audience that these colleges confer 40% of baccalaureate degrees earned by African-American students, as well as producing "50% of the nation's black business executives and elected officials, 75% of black Americans with Ph.D. degrees, 75% of black military officers, 80% of black federal judges and 85% of black physicians."

For those CIC presidents unfamiliar with the challenges that historically black colleges confront, Wynn argued that rather than justify the need for black colleges, the question ought to be how anyone can assume black colleges are not needed. President Wynn then explored these colleges' dual purpose, indicating how they must prepare students to live in a white-dominated world, while training them for "a world of blackness in which they [also]

must live." He believes these colleges provide a sense of "motivation, stimulation, nurturing and assistance that young black students cannot get elsewhere." He elaborated by saying:

> "...these institutions serve as centers for reinforcement, centers for role models for young aspiring blacks, for developing a positive self-concept, 'I can do' (self-confidence, self-esteem) attitude, the development of moral character, and the production of better men and women for a more humane, multicultural, pluralistic, decent and open world."

This speech and some of its key points crystallized the fact that midway in its second year the project had moved beyond being an effort for improving management of historically black colleges; it was now very much a collaborative endeavor in which there was a two-way exchange of ideas and information. Cordell Wynn, representing all of his colleagues who lead historically black colleges, had served the interests of the entire CIC membership by making everyone aware of what UNCF colleges do, and, in the process, had set the stage for the interinstitutional exchange program inaugurated later that year.

What had these institutes accomplished for the presidents of these historically black colleges? For about the cost of a semester's tuition at any one of these schools, funds were provided by the CIC/UNCF annually so that the presidents met, networked, contemplated their responsibilities, absorbed technical advice on the hard tasks of management, gained confidence in their personal roles as leaders, and shared their wisdom with hundreds of presidents from other institutions, some of whom may only have been on the periphery of one of the central challenges of the late twentieth century: creating a humane and decent society in a culturally diverse, politically pluralized world both on campus and in the larger society.

THE DEANS INSTITUTE

CIC's annual Deans Institute offers a few days respite from the endless agendas and daily obligations of chief academic officers, a time to share with others who fully understand one's problems. To appreciate the value of the Deans Institute, one must understand that chief academic officers carry intrinsically ambiguous obligations. They are the institution's representative to the faculty, charged with defending administration policy and managing creative individuals whose most significant contributions are made in an unstructured environment. At the same time, the academic dean must be the faculty's spokesman to the administration, mediating faculty demands and needs while balancing those needs with the institution's mission, budget and resources. It is a position of frustration and partial victories. Because the day-to-day obligations of a college dean are so challenging, the Deans Institute is both an escape and a chance, however briefly, to experience the renewal that comes from being with colleagues who understand the nature of the position, and can share ideas and professional support.

"I have learned that all of us have the same problems."

This is what the deans from UNCF colleges encountered when they began to participate in the Deans Institute. They were immersed for several days in an environment of familiar discussion and willingness to share. As Sneh Veena of Voorhees College said:

> "I have learned that all of us have the same problems. I accepted the responsibilities of the chief academic officer a day before the school opened for the fall semester. I have been a faculty member for 12 years. But as the chief academic officer I felt very lonely. The Deans Institute provided me with an opportunity to share my feelings with other deans. I realized my feelings were not unique. Knowing this made me more confident about myself and my confidence has enhanced my performance as CAO at Voorhees College."

All the values identified as critical to the success of the project were in place: common values, an association culture that has well-developed habits of open communication, an expectation of rewards and a wide range of means for communicating — conditions all present in the comment of Ann Taylor, dean at Bethune-Cookman:

> "As a second-year dean, I found the networking in CIC to be invaluable. I knew there was someone out there that I could call. I felt secure after leaving last year's conference...This Deans Institute indicated the value of building camaraderie and exposed us to what more we could do by working together in the following areas: retention and discipline, freshman programs, student exchanges, joint endeavors on multiculturalism and making the student body president a member of the Academic Council."

When deans return to their campuses, the impact of the institute can be felt by others. Julius Scott, president of Paine College, has written that Dean Alfred Powell returned to the campus "with vigor and enthusiasm... [and] reported that at the institute he was able to share common experience, engage in informal and lengthy conversation and gain valuable insight from experienced colleagues in the academy. His perceptions were sharpened and his determination focused." And presidents appreciate that information gained can be shared and used to meet institutional needs, as Talbert Shaw of Shaw University has indicated:

> "The question of institutional effectiveness arises in every discussion regarding strategic planning. Shaw's key administrators seek every opportunity to derive insights from other campuses on this issue...Accordingly, at the Deans Institute, our vice president for academic affairs gleaned information on ways to include all facets of the university in evaluating institutional effectiveness. As we prepare for an accreditation reaffirmation visit, these fresh insights are being utilized with gratifying results. A comprehensive picture of campus-wide performance is gradually emerging, and the entire academic family feels involved with accompanying excitement."

Presidents also are aware of the sense of release that the Deans Institute provides for chief academic officers, and how that can be a positive experience for the dean upon returning to campus. The dean of Livingstone College had moved into her position in July of 1992 and, according to her president, found her first Deans Institute,

> "very timely and provided the information, contacts and networking needed at that particular time for her initiation to deaning...San Antonio was the perfect relief from the academic environment ...the New Deans Institute was most helpful because participants were brought together with common concerns, fears, apprehensions and goals. They were able to share and talk about their common experiences. The assigning of a mentor, the mentor calling to make contact before the institute and a special session where each new dean met and talked with his/her mentor were helpful and well planned...Throughout the entire institute, the black experience was well intertwined into the total scheme. Overall there was a sincere desire to reach out and share with HBCUs ...Since the institute, Dr. Brown has been especially aware of the dean's relationship to the president, faculty and students."

A review of all the comments collected by CIC from deans of historically black colleges finds nothing but positive regard for the

institute. Arthur Lane, dean at Lane College, has captured all of this in a single letter. From the organization ("There was, I feel, the right mixture of plenary and concurrent sessions as well as adequate amount of time allowed to relax...."), to thought-provoking presentations ("The presentation by Dr. Edwin J. Nichols on 'Teaching in a Multi-Ethnic, Pluralistic College'...was so abundantly clear that I left with a much clearer understanding of my role and the role of a teacher as I consider the educational processing of a person of racial and ethnic backgrounds other than my own."), to the annual organized information exchanges ("Perhaps the most helpful session was the Dean's 'Open Mike'...I took pages and pages of notes on ideas that were shared by other deans. It made me aware of two things: (1) I am not alone in my problems and circumstances as I address my office; and (2) that there are many ways that we can function and make our institutions more viable."). The impact of these experiences can quickly translate into the academic life of an institution and transform the institutional setting, . because the chief academic officer is in closest contact with faculty and students. The participation of the historically black colleges in the CIC/UNCF project broke down a sense of isolation, rapidly expanded the deans' perceptions of how to resolve issues, and created the setting for the six different types of information exchange, the most readily occurring aspect of the project.

Workshops on Teaching, Technology, and Values

The third core activity of CIC in which the historically black colleges were invited to participate was the regional workshops on teaching, the annual workshop on technology, and the National Institute on Values and Education — meetings with very significant opportunity to engage in professional development that otherwise would not have been possible. More than 400 faculty h...e had a chance to experience the intellectual rejuvenation that comes from conferring with colleagues. People who might never have been able to afford these learning options find their self-confidence enhanced. H.T. Arnold of Philander Smith College, who is the entire full-time faculty in modern languages, found "That workshop up in St. Louis that dealt with teaching was terrific. I may be old, but I'm not one to be hide-bound all the time." Already in his late sixties, Arnold found that sense of encouragement which CIC workshops provide. As did Parwaiz Aslam of Claflin when he went to the Technologies Workshop, where "The hands-on sessions at Duquesne University were the best thing. I took a book out of the Oxford University library. We have to be on Internet here at Claflin. By August we'll have fiberoptic cable at all the administration and teaching centers. Then we will be ready." Beverly Richardson, who runs the CIS program at Philander Smith, agrees: "This is going to help us. We are joining Arknet, writing an NSF proposal, and I'm pushing the librarian to go to a workshop because she will see how important technology is."

A review of the comments collected at the end of every workshop insures that this positive outcome is maintained. Participants asked about the helpful aspects of the workshops list: "communication among faculty, campus planning exercise using campus teams, the practical experience in addition to the theory, the how-to of peer evaluation, student-faculty research and collaborative strategies for students, small group sessions, and learning our problems are not so great after all." Secondly, as part of the effort to improve each succeeding workshop, the CIC takes note of suggestions which include: "Make sure participants read all the materials before attending the workshop, reduce repetitive exercises, more time for reports from other colleges, better follow-up mechanisms, avoid 'fantasy' planning."

The impact of the Deans Institute can quickly translate into the academic life of an institution, and transform the institutional setting.

CIC also asks how the material presented and the information gained will be used: "We will work with faculty and students on collaborative learning...make presentations to the department and to the vice president for academic affairs...develop a program on campus...share the information with the college honors faculty as well as the core curriculum faculty...and work with the department and the division on developing thematic learning community clusters for the newly proposed freshman core curriculum." All of these comments came from participants from historically black colleges. They demonstrate how valuable a workshop can be, and CIC's interest in giving participants a sense of ownership by asking for and using their ideas in designing future workshops.

What makes the workshops so successful is their focus on the relevant needs of participants. Comments about the workshops support their emphasis on practicality. The president of Morris College, Luns Richardson, was very precise in his evaluation. He noted that among his four faculty attending a workshop on "What Makes A Powerful Teacher?" there was a consensus that the results

> "...provided practical hints on how to involve students in their own learning...helped point out to faculty the need to get their instructional practices in line with their instructional objectives...introduced our faculty members to the concept of using student logs to assess their understanding of textbook readings and showed how networking with other teachers can provide an excellent and immediate form of faculty development."

Dr. Joan Franklin of Wilberforce University found

> "the biggest change in my teaching habits as a result of the conference is that I take far more responsibility for using writing as a learning technique...Even in large classes I use free writing exercises with excellent results in terms of more learning, better writing, more understanding of the subject, and more enthusiasm for the subject."

She also found that using the suggestion box recommended by lecturer Michael Strauss allowed her

> "to get close to some students who prefer an anonymous means of communication [and] provides an additional means of contacting students and I can judge on a day-to-day basis whether I'm going too fast, too slow or what I should review."

A summary of all the comments on how faculty from historically black colleges would use the materials learned included the following: develop a values program for freshman orientation...reinforce my research on teaching models....redesign our Faculty Institute...look carefully into incorporation of case studies in certain classes...pair teachers to observe one another's classes...assist in an effective college teaching workshop...initiate a plan towards starting a multicultural international studies program...relay suggestions regarding ethics program to appropriate campus persons...assist faculty members in becoming less traditional in the modes of presentations, tasks and assignments.

No seminar was more universally praised than the Values Institute held in St. Charles, Illinois. Each participant's sense of involvement was notable. Bethune-Cookman had the president, the academic dean and the student affairs dean as well as faculty involved. Jarvis Christian sent a well prepared group of staff and faculty, and Rosia Harmon of the student affairs office keeps seminar files handy as well as a description of how the results have

been used for the Student Affairs Forum and the mentoring program involving every student and a large portion of the faculty. Dr. Lorene Holmes, chair of the Division of Business Administration at Jarvis Christian, used a faculty development grant from the Lilly Endowment to write "Integrating Ethics into the Curriculum: A Practical Approach." At Philander Smith College, President Myer Titus was pressured by faculty to make values the centerpiece of each annual address to the student body. According to President Titus, "They sat me down and said there has to be a Convocation on Values and Campus Living. And they gave me a set of recommendations for values development, implementation and review by the college." A member of the faculty team from Barber-Scotia said, "For the first time those of us on the committee realized the college had no specific program to inculcate values." That was changed and now they have a new program: VITAL — Values Inculcated Through Accountability and Learning. And there is a new Values, Honors and Experimental Programs Center which emphasizes scholarship, leadership and volunteer service.

Dozens of participants from historically black colleges return to their campuses with ideas they can rapidly put into practice. This is the payoff from participation in CIC activities that can translate fastest into the lives of individual students. Students may not appreciate the worth of a new management system for some time. They can rarely see the result of institutional cost controls. But they do know good teaching when they encounter it. And the workshops provide that most direct type of impact. Consistent with other CIC activities, the participants encounter the same background conditions that have made the project an overall success.

Consultancy Support

The fourth core activity of the CIC/UNCF project was providing consultancy services. While the UNCF institutions that accepted the invitation to join CIC have many needs, over time they have not elected to make extensive use of this service. During its first year, the project provided a number of consultancies and completed several reports. However, beginning in the second year, the package of financial support provided to each UNCF school participating in the project was reduced in order that more institutions could be included.

As a result of the reduced financial resources, many colleges have preferred to use their funding package to support attendance at the Presidents Institute, the Deans Institute and faculty workshops. The reason is clear. There is strong consensus that the greatest payoff is in sending campus personnel to meetings where they can interact with their peers, and all the commentary provided bears out this point. Rather than bring one consultant to campus for a few days, it is far wiser to send a dean, a faculty member or even the president to an institute or workshop where they can interact with peers who share common problems and hear perhaps a dozen solutions to a problem, rather than the single assessment of a consultant. It shows that the presidents of UNCF institutions knew where they could get the most for their money, and that consultancy, while valuable, could not compare with the benefits of interacting with peers and colleagues at institutes and workshops.

Consultants were, however, highly valued by those institutions electing such services, notably in the first year of the project. Philander Smith College utilized the expertise of Clarence Jupiter, vice president for development at Xavier University in Louisiana, to consider means for more effective strategic planning and fund development. St. Paul's College used Arthur Frantzreb, consultant in philanthropy, to assist in developing strategies for fundraising. Important as these efforts were, participating UNCF colleges were able

Individuals from UNCF institutions moved into positions of leadership within CIC.

to get comparable information at a 1989 CIC Fundraising Workshop, where they not only had access to both Jupiter and Frantzreb, but could also interact and exchange information with colleagues from other colleges, gaining a comparative sense of the challenges of development and fundraising. Seen from that perspective, it is understandable why presidents elected to use their limited funds to send staff and faculty to CIC institutes and workshops and to participate in the Presidents Institute.

Participation in Governance

It is important to note that, at the same time that UNCF colleges were expanding their use of CIC's leadership development services, individuals from UNCF institutions were moving into positions of leadership within CIC. Over the course of the project's history, the number of UNCF presidents appointed to the CIC Board of Directors expanded, as did the presence of UNCF presidents as speakers at the Presidents Institute. Similarly, UNCF chief academic officers have taken positions on the Deans Task Force, and served with increased regularity as presenters at the Deans Institute. CIC's staff has benefited inestimably from the appointment of Dr. Ida Rousseau Mukenge, professor of sociology at Morehouse College, as coordinator of the Enhancing Black College Leadership project. UNCF representatives have also served prominent roles on CIC's Faculty Workshop Task Force and spouses task forces.

The increased presence of UNCF representatives throughout CIC has improved understanding both of the programmatic needs of UNCF colleges, and of the contributions UNCF colleges make to higher education. Indeed, UNCF representation within CIC has improved multicultural understanding throughout the organization. Moreover, the contributions of UNCF representatives has been a vital component in helping the project realize the genuine spirit of collaboration and cooperation that has added so significantly to the project's overall success.

The Interinstitutional Exchanges

In 1991, the CIC/UNCF project embarked on a new initiative: exchange programs in which a historically black college would be paired with one or two predominantly white CIC member colleges. Grants of up to $7,500 per institution were made available to facilitate faculty or administrative exchanges between participating institutions. In announcing the program, CIC and UNCF noted this new dimension of collaboration was

> "...a component of CIC's three-year-old Black College Leadership project. One of the goals has been to increase the interaction between historically black institutions and other independent colleges through participation in a variety of CIC activities. As the level of interinstitutional trust has solidified, a few exchange relationships have begun to emerge. With support from the Teagle and Prudential foundations, CIC is now able to encourage this promising development more broadly...."

In terms of the project's overall success, the key phrase is "trust has solidified." The collaborative effort was moving to a new stage. The distinctive operational characteristic was the absence of restrictive guidelines. The program permitted reciprocal pairings where institutions exchanged administrators or faculty, as well as single exchanges where one college would send individuals to another campus, even though the second campus did not send anyone in return. Extensions of existing relationships were also appropriate in terms of applying for support. The only general goal was that each institution and individual involved had to be able to benefit from the relationship.

BUILDING PARTNERSHIPS

Participating schools were free to design activities they believed would work best in an exchange relationship. And while a major feature of most exchanges was a sharing of faculty, the reciprocity included exchange of administrative staff and plans for an exchange of presidents. The projects funded for February 1992 involved eighteen institutions:

Barber-Scotia College (NC) and Muskingum College (OH): Exchange of academic and student life deans

Benedict College (SC) and Columbia College (SC): Faculty exchange in dance, English, and religion

Bennett College (NC) and Converse College (SC): Faculty exchanges to design a joint course on "Leadership Skills for Women in a Multicultural Society"

Knoxville College (TN) and Maryville College (TN): Faculty exchanges in teacher education and biology

Oakwood College (AL) and Dominican College (CA): Faculty exchange in art and psychology

Paine College (GA) and North Central College (IL): Faculty exchanges for various needs including study abroad, identification of adult markets and the church's role in college

Shaw University (NC) and Wilmington College (OH): Faculty/administrator exchanges in humanities and inmate education

Stillman College (AL) and Marietta College (OH): Faculty exchanges for freshman year program, multicultural education and business education

Wiley College (TX) and Simpson College (IA): Faculty exchange in business and economics

The interest generated by these exchanges resulted in the funding of projects for an additional seventeen institutions for 1992-93 and eight more for 1993-94. Second-, third- and fourth-round participant institutions in the exchange program included:

July 1992

Dillard University (LA) and Nazareth College of Rochester (NY): Designing practica for teacher education students in diverse settings

Johnson C. Smith University (NC) and Warren Wilson College (NC): Exchanging middle management teams (admissions, registrar, financial aid); guest lecturers and student exchanges

Lane College (TN) and Juniata College (PA): Exchange of chief academic officers and theater arts faculty

Oakwood College (AL) and Bradford College (MA): Focus on library automation and collection development as integration of multicultural perspectives into general education courses

Rust College (MS) and Drury College (MO): Faculty exchange in art, English, undergraduate research and freshman studies and exchange of student choirs

Wilberforce University (OH) and Ohio Dominican College (OH): Collaborative effort of faculty responsible for teaching writing

November 1992

Bethune-Cookman College (FL), Azuza Pacific University (CA) and Westmont College (CA): Administrative exchange of student life and academic administrators to plan faculty exchanges and team teaching

Jarvis Christian College (TX), Juniata College (PA) and Seton Hill College (PA): Presidential exchange

June 1993

Huston-Tillotson College (TX) and Elmhurst College (IL): Faculty exchanges on curriculum revision, writing across the curriculum and educating students from differing cultures and ethnic perspectives

LeMoyne-Owen College (TN) and Doane College (NE): Faculty exchange in politics, business, teacher education and humanities

Exchange programs paired historically black colleges with other institutions within CIC.

Morehouse College (GA) and Lewis University (IL): Faculty exchanges in developing multicultural awareness

Fisk University (TN) and Cornell College (IA): Faculty/administrator exchange on core curriculum, women's studies, library automation, multiculturalism and intergroup relations

The three-year total for these grants involving 41 colleges and supporting 21 exchanges exceeded $225,000. The dismaying fact was that as the program was generating new dimensions of creativity and interest, the resources available were limited. The 1993-94 grants represented only twenty percent of the total applications.

Responding to the Challenges of Cooperation

Creating a strong collaborative relationship has proven to be a challenge for the participating institutions, even when the partners are only a few blocks apart, as are Benedict and Columbia Colleges in Columbia, South Carolina. Each exchange requires the commitment of a key person at each institution who sees the value in the exchange and is willing to push to make it a reality, despite obstacles of time, distance, administrative distractions on each campus, personalities, and the general complexity of competing academic agendas that are the hallmark of any college. An example of the leadership pushing an exchange is former president Ellen Hall at Converse College, who worked diligently to make the leadership seminar for women in multicultural settings possible. Her departure from Converse will possibly slow the collaborative process, as proven in other exchanges. Dan Van Tassel at Muskingum and Leroy Staggers at Barber-Scotia began working on an exchange at a Deans Institute. Now Dr. Staggers has moved to another institution, but fortunately his successor, Dr. Dowd, has said, "We used to have exchanges like this when I was a student at Johnson C. Smith. I'm looking forward to making this thing work."

A second challenge in developing a successful exchange is the amount of time and individual energy that must be committed to the process. At all partner schools, the exchange is an extra task. The average teaching load at most historically black colleges is not less than twelve credit hours per term, and is often fifteen or even eighteen. Extra duties of a direct or quasi-administrative nature are routinely added on. Making room for something else demands more than inspiration. It requires dedication. Many exchange faculty admit they had no idea of the time that would be required to create and operate an exchange when they were first approached by their academic deans.

Surpassing both time and administrative complexities as a test to building a successful partnership is the element of risk. It is a very real and pervasive element in all of the exchanges, as faculty and administrators from significantly different communities begin the process of engaging in cooperation. Here is where background conditions, habits of communication, expectations of reward and breadth of common interests are put to the test. A case in point is when a faculty member realizes that the biggest impact of the exchange was the visceral feeling of being a white person suddenly placed in an African-American setting, and being overwhelmed by what it means to be a minority.

Anxiety and risk are also present when exchange faculty are thrust "on stage" at their partner institution. Professors Mulqueen Richardson and Thomas Latta, both of Benedict College, expressed the same idea in different ways. Professor Richardson said, "I'm always confident in my teaching, but this time I wanted to be especially well-prepared." And Dr. Latta acknowledged extra care in preparing his lectures on religion. "We wanted to be sure the young women at Columbia College appreciated that some very good

learning is taking place here at Benedict." Both quotes show that a factor is present in the exchange process which cannot be dismissed. It is an unspoken question of comparative standards between institutions that may never have been of consequence when presidents or deans were outlining the original ideas for exchange, but which is present when the exchange is implemented. The nitty-gritty of an exchange reveals any inequity between expectation and reality. Building trust in interracial settings is not easy. What is easy is camouflaging deep-seated feelings by defining differences in terms of quality.

The administrators responsible for an exchange need to be acutely aware of this potential. When faculty at participating schools invest the time to understand that black doctors, lawyers, generals, scientists, legislators, executives and teachers attained their positions by being educated and trained in places where resources were few but reserves of dedication and good teaching enormous, then the "quality" distinction will be judged for what it is. The superficiality exposed by efforts to create artificial differences has to be overcome if an exchange is to be successful. Fortunately, the Presidents and Deans Institutes, the teacher training workshops and such special programs as the Values Seminar do just that.

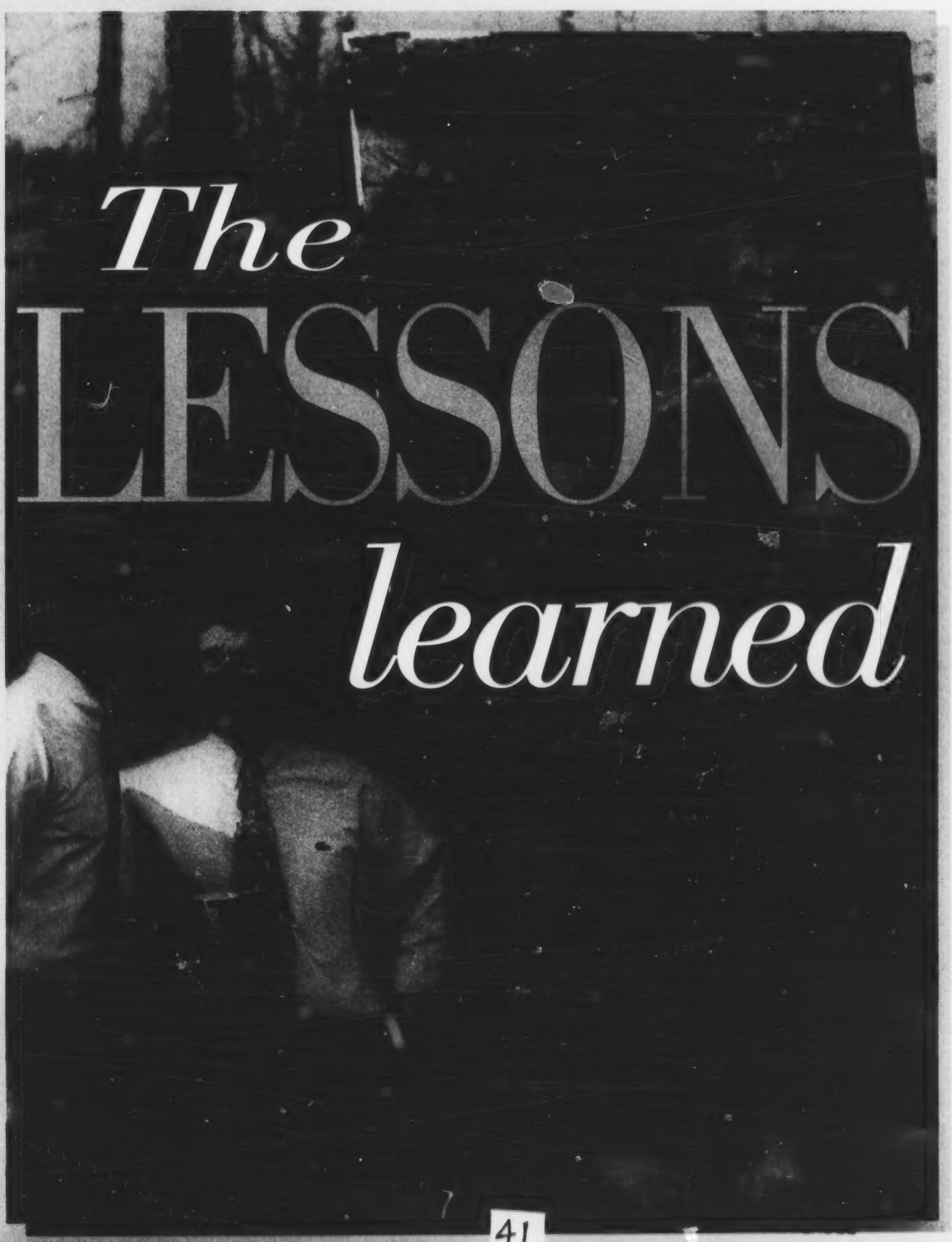
Specious arguments of imagined elitism, presumption of quality differences or less attractive qualities of discrimination cannot be ignored. The very purpose of the exchanges is to acknowledge that society must address these issues. Higher education has a clear obligation to defeat such attitudes. To promote multicultural understanding, the CIC/UNCF project depends on a set of factors involving background conditions, involved leadership, pragmatic focus and flexibility. These inspire trust as a basis for overcoming barriers to interracial cooperation and understanding. This is what is required if the exchanges are to realize their potential.

That potential is clear as administrators visit each other, and people from different academic communities wrestle with issues of revamped curriculum, improvement of freshman year programs, and strategies for improving retention and enhancing technology. The conclusive opinion on these exchanges has yet to be written. Participating schools are on a learning trajectory where specific measurable outcomes are difficult to describe. What is clear is that for an average cost of less than $6,000 per institution, more than 40 colleges, with aggregate enrollments in excess of 50,000 students, are creating a national model for interracial community building, involving a unique group of institutions that train and educate a disproportionately large percentage of all African-American professionals. Not content with that very significant contribution, these same institutions are now working with their partner schools to improve social perceptions of multiculturalism among a generation of young men and women who are the leadership of the 21st century. Without any more precise measure than that, the investments must be considered one of the most cost-effective expenditures in higher education in recent decades.

The final results of the interinstitutional exchange program will not be known for some time. Immediate findings suggest generally positive outcomes in overall program aims and correctable flaws revealed as communities examine their motivations for joining the exchange process. Calendars and timetables for exchanges get delayed. Campus events take precedence over exchange plans. Ideas that sounded wonderful and manageable in discussion between administrators at a Deans Institute may not easily evolve into something concrete. But whatever stumbling blocks may slow an exchange program, judgment must be deferred because the mechanics of the exchange represent a process change that is encouraging an attitudinal transformation. After volunteering as an exchange faculty, Dr.

These institutions are working to improve social perceptions of multiculturalism among young men and women who are the leadership of the 21st century.

Larry Watson, a full-time BellSouth employee and adjunct professor of history at Benedict College, said, "I have no idea what those students carried away from our joint interracial seminar on inventories of racism." Nor will he soon know. But the fact remains that Benedict and Columbia College students did meet and confront ideas that, but for the CIC/UNCF project, were unlikely to have occurred. Recognition of that long-term potential sets the stage for consideration of both the lessons learned to date and the future directions that the CIC/UNCF efforts can take.



The LESSONS *learned*

Perhaps no judgment is as valued as one that comes from someone who has the perception to know when things have gone right. This is evident in a 1991 letter from Spelman College President Johnnetta Cole to Dr. Splete:

> "There are many ways in which this project has concretely benefited UNCF institutions, and I know that you must hear directly from presidents, deans and development officers and faculty about the value of the project. Here I simply want to say that I applaud the fact that reciprocity is at work. That is, I know that other CIC colleagues and you and your staff have benefited from building a closer working relationship with UNCF institutions....So again, congratulations on this crucial and exciting work in the interest of strengthening black college leadership. That work benefits all of American higher education, indeed it contributes to the very future of our nation."

Dr. Cole's remarks begin to allude to some of the deeper lessons learned in the project. These were also touched on when Leroy Keith Jr., president of Morehouse College, wrote, "As we approach the next decade, the problems and issues confronting higher education will certainly not dissipate. With resources becoming scarce, the kinds of programs sponsored by CIC will be even more valuable as no one institution can address these concerns singularly." Dr. Keith's opinion draws no distinction between historically black and predominantly white CIC institutions, but acknowledges that everyone must contribute to a common purpose.

These observations provide a starting point for a review of some of the deeper lessons that have been learned from the project.

PRAGMATISM VS. POLITICS

Every administrator in higher education feels the challenge of accommodating, incorporating, integrating and encouraging every member of the Mosaic Society who enrolls in college or university. The democratizing and pluralizing processes which dominated America for the past three decades have now come to the campus in every possible way. Some campuses are not dealing with this challenge very effectively. Many have elected to confront issues of diversity in ways that have produced acrimony, antagonism and discontent. Battles are fought over every dimension of campus life, from dormitory living to the content of the curriculum. Given the American penchant for winning at all costs and making each issue a contest, the pattern of dispute is all too often repeated among groups isolating themselves in opposing camps, investing time, energy, intellect and emotion trying to "win" some presumably desired result.

Much rarer are communities wholly or substantially dedicated to finding a satisfying consensus. It is not the American style, and it's not likely the American character will be transformed in the near term, on the college campus or anywhere else. But there is a middle ground between wishing for a transformation of character and being forced into an emotional and operational gridlock by a predominantly political approach to the issues tormenting college and university life. The latter alternative—of communities in consensus—is in many ways defined by the CIC/UNCF project, which has developed a model of cooperation and functional sharing in an environment of mutual respect and commitment to improving higher education. It is a pragmatic rather than a political approach—nonideological, instrumental in form and productive in outcomes. Emphasizing addressing tasks and looking for solutions creates very high levels of cooperation. This functional approach, characterized by trust, freedom, and flexibility, demonstrates that interracial cooperation can achieve significant results when the focus shifts away from politics. It also demonstrates that as the level of functional cooperation grows, the level of attitudinal trust and

sharing rises as an enormously valuable spillover effect of that functional process. The lesson learned is the value of beginning with a functional pattern of cooperation that will ultimately lead to true community building.

PERCEPTUAL MISUNDERSTANDINGS

At one level, this project addresses one of the most pressing and intractable problems of our time—achieving true multicultural understanding. An overarching and explicit project goal has been to help administrators, faculty and students learn about and interact with individuals with different sets of backgrounds, experiences, and perceptions. Particularly in the course of the interinstitutional exchange component of our project, we found that misperceptions about others are as present in academe as elsewhere in society. If our goal is to achieve long-term attitudinal shifts, we clearly have much work yet to do.

To deans or presidents conferring in the collegial setting of an CIC institute, far removed from the campus, agreeing to engage in an exchange between institutions may seem an unassailably good thing to do. The reality is that faculties are less enthusiastic and much more tentative about collaboration. Faculty need to be persuaded as to the value of exchanges. They may have their own individual fears about exchanges, based on intellectual and emotional baggage they have not yet discarded. Very simply, white faculty are likely to be hesitant to enter the nonwhite world of a historically black college campus, ignorant of the fact that they will be meeting a diverse group of new colleagues who are drawn from various ethnic backgrounds from around the globe. It will surprise those who do not know it that UNCF campuses have racially diverse faculties; African-American faculty on any given campus may be no more than half.

This leads to another kind of misperception. Apparently, expectations are less distorted in exchanges involving faculty from the humanities. Choirs move. Jazz ensembles move. Modern dance master classes move. Portfolio development in graphic design is successful, and merging black and white classes for discussion of the African-American experience is successful. Short "sleepovers" in college dorms go well. But what happens when a college wants to have a visiting faculty member from a UNCF college come to a predominantly white campus? Does that faculty member have to be black? Such a proposed exchange of professors did not go well. The white campus wanted an African-American. What would they have made of "Bud" Wellmon, professor of history at Jarvis Christian, Ph.D. from Rice, post-graduate study at Harvard, Fulbrights to Argentina and China, professional rodeo rider and horse trainer? A man whose classes have cheered him on at the bronco riding contests over in Big Sandy, and heard his stories of meeting his Hong Kong-born wife on a train as it steamed across the far reaches of Mongolia? What would people on a white campus think? Would they presume that a white professor teaching at a UNCF college did not have insight or would not make the right impression? If so, this is a problem to be carefully examined.

As in society at large, there are levels of racism here, both individual and societal. They should be acknowledged at the outset. Lifetimes of learning are not reversed by the announcement of an exchange program. Individuals will find means to voice both fears and prejudices, attitudes potentially damaging to a college exchange program. But this is not a sufficient reason to curtail an exchange program. It is only a continuing reminder of how fundamental the problem is, how resistant to solutions, and how committed the collaborating partners must be if they intend to be successful. The energies that drive any of the exchanges must eliminate the doubt and personal anxiety of participating faculty and staff. They must create settings for the free exchange of ideas that diminish such apprehension, and see that the exchange process is a

The CIC/UNCF project, a model of cooperation, is pragmatic, non-ideological, and productive.

meeting of equals, where the historically black colleges can provide evidence that will destroy some persistent myths about the learning that goes on there.

DO NOT FORGET THE STUDENTS

The fundamental purpose of the CIC/UNCF initiative is the same as the general purpose of all higher learning: to serve the needs of students. Enhancing the leadership of historically black colleges resulted in institutions that were better managed, more efficiently run and more responsive to students. Among the project's contributions were showing colleges how to improve their management of financial resources, giving access to technology comparable to other institutions, improving teaching quality, and improving student support services.

Students cannot easily see many of the results of the project. They aren't aware of a changed accounting procedure. They can appreciate a new or refurbished building, but not the creative leveraging of college resources necessary to make it possible. They may not see automation of the library or the announcement that Internet is going to be available to the college community as a direct consequence of the CIC/UNCF project. Students do not know that the dean has learned a way to solve a complex problem as a result of going to a Deans Institute. New registration procedures that will help track students, reduce attrition and improve the bottom line are not the stuff of student interests. Perhaps only in the classroom will they notice that a professor has changed a teaching style.

Since they are not directly involved, students can remain unaware of dollars saved, costs contained, record keeping improved, facilities maintenance enhanced, staff benefits expanded or grants received. However, as the CIC/UNCF project has matured, there has been a spillover that is a natural and expected benefit of functionally based community building. Students have gotten involved as the exchange process has moved past a focus on faculty and administrative exchanges. As part of the fall festival at Columbia College, students from Benedict, under the direction of a faculty member who is a graduate of the Alvin Ailey Dance Troupe in New York, performed a modern dance recital on the quadrangle. An all-white choir and jazz ensemble from Drury College in Missouri took a bus to Mississippi to perform at Rust College and stay in the dorms. It works. Marietta and Stillman colleges involve students who are going to be teachers and Barber-Scotia and Muskingum pursue the same direction. They put white students from Ohio in heavily black school districts in North Carolina for their practice teaching, and take students from Barber-Scotia north to encounter a different world of education by practice teaching in rural Ohio. At Bennett and Converse colleges, the emphasis has been on having students be the central players in developing a course on "Leadership Skills for Women in a Multicultural Society." The joint retreats already completed have explored the role of women in a multicultural society, personal definitions of leadership, the political socialization of women, feminism and feminist theories, and educating the children of the future. Student enthusiasm has stimulated consideration of a joint summer course in psychology in Martinique and joint projects in senior thesis research.

To date the project has not sought to identify summative or measurable outcomes that can demonstrate the impact on students. But there is a calculable worth in creating a set of indices that will permit some reasonable measurement of how students have benefited from the project. The essence of "total quality management" is continual enhancement of the services rendered to the customer. By considering how this can be accomplished, the participants in institutes or workshops could be more precise as to how the benefits of participation in the project can translate into benefits for students. Cost savings, turnaround

time on student aid refund checks, lowered attrition rates, improved writing skills, graduate admissions, grants and gifts received, improved ratios for doctorates on the faculty, extension of library services, improved information technology — all are measurable criteria that can trace outcomes to ideas, thoughts, and insights gathered through participation in CIC core activities or through the exchange program.

ENCOURAGING THE SPILLOVER EFFECT

The expectation of a spillover effect from functional integration is a standard part of all research on the subject, and the CIC/UNCF initiative has not disappointed those expectations. In the 1990-91 year, four UNCF colleges — Lane, Saint Augustine's, Morehouse and Stillman — were all recipients of BellSouth grants as part of CIC's project in technology and the liberal arts. That same year, Benedict and Wiley were part of CIC's tuition exchange. Faculty and staff have encouraged others to participate, written grant applications to other funding agencies, used existing grant funds to write new curricula, and sought to multiply the impact of being part of the CIC/UNCF project. This process needs to be encouraged and recorded. The growth of cooperation between institutions which are not part of formal exchanges should be identified as part of the spillover process. Spillover such as faculty and/or student exchanges between Wiley and Simpson or Stillman and Alma, joint discussions on French language instruction between St. Paul's and Hampden-Sydney, and linkages beyond the CIC/UNCF family to community colleges and others. This activity should be monitored more closely in the future, so that in compiling measurable outcomes, there is a record of how the project has contributed to raising additional resources, initiating new programs, enhancing faculty renewal, upgrading facilities, and reaching beyond the campus to the larger community. If this is done with greater precision, then the unit cost of the project will be only a baseline for assessing effectiveness, and the exponential growth factors will demonstrate that each dollar invested is maximizing a return on that commitment.

TAKING THE LONG-TERM VIEW

The experiences of the past five years have demonstrated that no one can be involved in this type of project for the short haul. The impact of strategic planning, management review and enhanced operational effectiveness, along with the greater rewards from institutional development, will come over time. Stability in the office of the president is critical to successful management and leadership. Some colleges will not have that luxury as they confront high turnover in their senior administrative staff. Occasionally, it seems there is an ongoing and circular exchange of leadership among historically black colleges as leadership is drawn from a pool of talent that has to be expanded. Correspondingly, to diminish the negative impacts of leadership changes, operational procedures within institutions need to be formalized and made part of the campus routine, so that changes in administration do not slow down the development of effective management in any CIC college.

The structural integrity of management and operations systems should be disrupted as little as possible. Interinstitutional exchanges should not be compromised for months because of a change of personnel in a dean's office. Acknowledging that building institutional effectiveness is a long-term commitment that must be incorporated into the operational life of the college will highlight the value of the "Enhancing College Leadership" initiative. Presidents and deans must consistently translate what they learn at institutes into practice as soon as possible, just as teachers returning from workshops begin to amend syllabi and pedagogies for the next term. There needs to be more concrete trans-

Building better and more productive human relationships in a multicultural setting is an obligation of the college campus.

lation of ideas into practice, a task which moves presidents and deans beyond general opinions that the institute they have recently attended was worthwhile.

This is a responsibility which all CIC presidents and deans share. In the language of the day, "total quality management" and "total quality improvement" are the watchwords of this process. The CIC has developed "The Academic Workplace Audit," an institutional audit as a tool for implementing ideas. This tool, with its built-in assessment mechanisms, has won praise from accrediting agencies and needs to be more widely used to produce both summative and formative outcomes studies. When used, the audit becomes a means for constantly reviewing, revitalizing and strengthening the academic workplace.

It is even more important to remember that institutional effectiveness is a long-term obligation when confronting issues of campus diversity. No college can presume that it has finished its work or achieved community relations fully characterized by harmony, relieving the need for constant monitoring. As it is for the larger society, building better and more productive human relationships in a multicultural setting is an obligation of the college campus. Interinstitutional exchanges must be seen as only one small part of the tapestry of community relations that each college administration must delicately weave. The exchange programs between CIC members will yield positive results as well as expose institutional shortcomings. Presidents, deans, administrative staff and faculty must focus on both the purposes of exchanges and the unintended consequences of them. Adjustments, corrections, and willingness to work really hard are keys to success. This has already been demonstrated in the work that must be undertaken to build a successful exchange partnership. The task is never complete and should be understood in those terms. Curriculum changes, a few faculty hires, a focus week on the African-American experience, and a procedurally smooth exchange program are only first steps toward building a real community in this critical area where CIC has managed to develop on so many levels. ■

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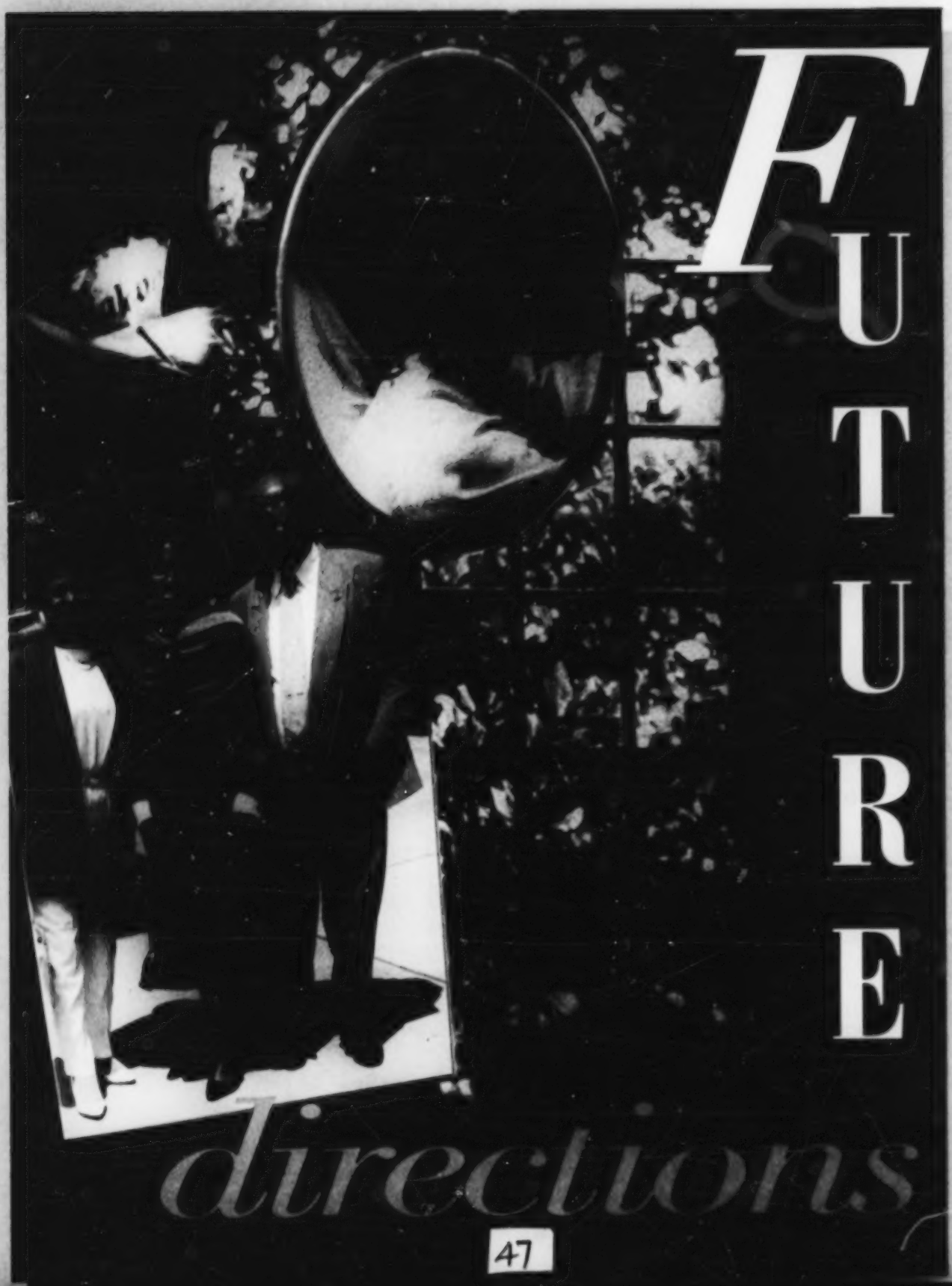

he program has succeeded in every area where it has attempted to make a difference. After five years, a review of that success leads to consideration of the next steps to be taken. This process has established three categories for considering the future of the project: consolidation, expansion and extension. The first category affirms the importance of continuing those aspects of the leadership services program which are already in place. The second category identifies areas of current programming that can be enriched and expanded to make the project more productive. And the third category identifies how the CIC/UNCF initiative can be extended into new areas that will further enhance its value.

STRENGTHENING THE EXISTING PROGRAMS

The Leadership Services Program

The potential for encouraging exponential development is tied to the UNCF college president's role and his or her commitment to the project. Opportunity for UNCF presidents to attend the CIC Presidents Institute needs to be continued as a basic part of any future programming. At only a slight remove, the same argument can be applied to insuring that the chief academic officers of the UNCF colleges also have opportunity to attend the Deans Institute. The UNCF deans are very much a visible minority and every effort should be made to see that they are fully engaged in the program. The announced intent of a special two-day session for this group, in conjunction with the institute, is a good step.

The CIC workshops have significant potential for reaching large audiences in a cost-effective manner. They are appreciated for (1) their focus on topics faculty really want to understand in greater depth, and (2) their potential for building regional contacts and networks. Faculty appreciate the way CIC incorporates commentary on gatherings into future planning. It is a "bottom-up" approach that needs to be maintained. Faculty have a keen sense of what they need to do their jobs better. They will respond if asked to contribute to the planning process. Among ideas they emphasize are training in international studies, diversity awareness on the predominantly white campus, and mentoring of new faculty to make them more effective teachers.

The questionnaires submitted by institutions that have not yet participated in the institutional exchange program or other aspects of the project make it clear no one wants to reinvent the wheel. These CIC members want to have access to an archive that would rapidly reveal options on how to solve problems and provide contact persons to be called for more in-depth discussion of issues. The technologies workshops have stimulated interest in electronic communication which would be basic to a good, usable archive. CIC's announced intention to have a link to Internet in the near future indicates appreciation of this need. Constructing an electronic archive to serve all CIC schools is a project that could merit special funding.

Beyond what the technologies workshops can do to link CIC campuses together, the CIC/UNCF project should stay conversant with the latest types of information to be shared among their joint memberships. The daily growth of the Information Super Highway is directing attention to a future in which all of these institutions will have a share. New judicial rulings and changing government regulations are rapidly transforming communication. CIC and UNCF are already positioned to respond to this transformation, but this initiative can easily be lost if not constantly made central to planning and future development of existing technologies workshops.

Interinstitutional Exchanges

It is already apparent that CIC/UNCF cannot fund all the potential exchanges. Even with sufficient resources, only a limited number of partnerships is possible if each is to involve a historically black college. The most ideal cir-

cumstance would include some eighty colleges, but that would possibly exclude more than 250 CIC institutions. CIC and UNCF need to give creative attention to finding a way for every CIC college to derive some of the benefits of the exchanges, without necessarily being engaged in a collaborative interinstitutional partnership. The Advisory Committee is convinced that institutions of higher education are only beginning to realize the value of these exchanges and the sharing that occurs within them.

Encouraging greater collaboration and sharing will require an extra effort on the part of the predominantly white colleges which are not in exchange programs with UNCF colleges. The key seems to be a flexible approach to matters of diversity and multiculturalism available to all these institutions, and to which CIC/UNCF colleges can contribute a productive supporting role. Consider this excerpt from a recent essay on using conventional resources to build multicultural perspectives on the predominantly white campus:

> "...Escape from the confines of our current adversarial paradigms is essential if the value of multiculturalism is to flourish.... It involves...acknowledging that too often academic communities are not using all the tools available.... The bulk of academic discourse is linear in mode, verbal in expression and, presumptively, cognitive in evaluation. [A] multicultural perspective involves something more. Understanding is not in the footnotes. It is not orderly. It resists being forced into single disciplines and eschews dogma. It requires an openness born of use of all of the senses...and [the] challenge for the vast number of academic communities...is to encourage openness to the life and habits of other cultures [by designing] courses featuring the graphic, performing and literary arts as catalysts for drawing even the most reluctant student into dialogues of the spirit.... Multiculturalism is an amalgam of both cognitive and affective learning, and academic communities tend to use far too narrow a disciplinary range to promote that sense of transcendence which is a key to achieving sensitivity to the other.... [By unbinding] syllabi from formats where outcomes are known...the glacial pace of change in the way young men and women see other cultures will melt away in the warmth of integrated use of skills and talents that are the truest expression of liberal learning." (P. L. French, "The Mediating Potential of Multiculturalism")

Nothing in that quote demands that an academic community be comprised of differing ethnic or racial groups. Even colleges in the remote corners of America, with student and faculty that are nearly all white, can encourage such transcendent efforts, and use the CIC/UNCF project as a support system while attempting these new initiatives. It can involve faculty workshops that incorporate the influence of UNCF faculty, and discussions at the Presidents and Deans Institutes which will encourage the administrative actions to make such curriculum planning possible. The scope of exchanges in the arts, theater arts and humanities already underway in places like Benedict, Columbia, Oakwood and Dominican College of San Rafael attest to the potential for helping all CIC members respond effectively to the challenging issues of this age. From this perspective, an understanding of complex multicultural issues is available to the entire membership of CIC, not just to institutions engaged in partnerships with UNCF colleges. The UNCF colleges will merely help others on the road to better understanding.

Institutions of higher learning are only beginning to realize the value of these exchanges and the sharing that occurs within them.

Maintaining the Oversight Role

The continual involvement of the Advisory Committee and the executive staff of the CIC

and the UNCF will insure that ideas for sustaining, strengthening and extending the project are constantly discussed. The recent expansion of the membership of the Advisory Committee, at the request of the UNCF committee members, to include the presidents of five CIC colleges with predominantly white student populations, is indicative of the growing importance being attached to this CIC/UNCF initiative. The meetings of the Advisory Committee will continue to be serious working sessions devoted to reviewing and generating new ideas, such as: (1) how the project can strengthen institutional assessment, (2) renewal grants for presidents that would offer mini-sabbaticals for the study of innovative approaches to college management, and (3) faculty mini-grants that would serve almost as venture capital for the development of innovative instructional techniques. Advisory Committee members will encourage better follow-up to workshops, more sharing of library and other instructional resources, and more opportunities for presidents to visit other institutions to study alternative management styles.

EXPANDING THE SCOPE OF EXISTING PROGRAMS

Encouraging Student Involvement

In its first five years, the project has emphasized leadership services and, in the past two-and-a-half years, developed the means for interinstitutional exchanges. The individuals involved have been senior administrative staff, faculty and middle managers. Students have been directly involved in the various dimensions of the project to a far lesser extent. Reports on the exchanges have begun to indicate that this is changing and that such change needs to be encouraged. The success of students at Bennett and Converse who designed a course to be taught jointly to students from both colleges is an example of the productive role that students can play in future collaboration. Active consortia of schools jointly developing projects aimed at increased understanding in society need to be supported. "Carolina connections," which was central to the Bennett and Converse collaboration, is a model to be used elsewhere. Students can collaborate on issues of social policy, multicultural understanding, how the information superhighway will affect their lives, and what everyone needs to know to live, work, and be productive in the global society of the 21st century. Symposia, academic seminars, literary presentations and theater arts productions are only a few of the collaborations possible under the aegis of the CIC/UNCF project.

Teaching Teachers

The initiatives already in place or being considered as part of the exchanges between Barber-Scotia and Muskingum, Stillman and Marietta, and Dillard and Nazareth indicate that a good idea is beginning to be more widely recognized: collaboration on teacher preparation. With changes in teacher hiring, elaborate teacher certification practices, and the role that UNCF colleges ought to be playing in this area, the need is great. Ask Myer Titus of Philander Smith and he will describe how the state of Arkansas has no state standard for permanent certification and is dependent on NCATE. Philander Smith cannot meet the complex NCATE standards easily. This single example illustrates a larger need.

The Advisory Committee believes this is an area of cooperation and exchange that can be very significantly extended. The demand for teachers will not diminish. The national Agenda for the Year 2000, which will define national standards, suggests that CIC/UNCF member institutions should actively uphold those standards on all their campuses. There is a special opportunity to develop collaborations and exchange options which will insure that young men and women coming from UNCF and other CIC institutions will be highly qualified to teach effectively in multicultural settings and to convey to

their students the importance of sensitivity to multicultural conditions. The Advisory Committee believes this is such an important way to expand the program, that it can become the basis for separate financial support to insure success.

Supporting Middle Management

One of the suggestions made by UNCF institutional leaders was that CIC/UNCF develop programs specifically for middle managers at the various colleges. It is an idea that others agree has merit. Once the presidents and deans are apprised of a good idea or set of ideas, it is the middle managers who have to translate it into practice. To date, the participation of middle managers in the program has not been a distinct component. This issue should be placed on the agenda of a future Presidents Institute to discover the best way to bring together staff in these categories. The model of the faculty workshop is tested and proven. It is useful as a planning tool for developing this prospective new dimension to the project. The Advisory Committee endorses this option as a logical extension of the Leadership Services dimension of the project. As the senior leadership of institutions creates environments for effective management, the middle level personnel can benefit from opportunities that insure the technical components of effective managerial systems are in place and operating satisfactorily. To be cost-effective, the UNCF and CIC should consider how they can link these kinds of initiatives with other ongoing projects for management enhancement currently being carried out by their member institutions.

Oversight and Development

Discussions at meetings of the Presidents Institute and sessions of the Advisory Committee have included ways to encourage trustees to stimulate development and institutional advancement. Having addressed issues of senior executive management, academic administration, teaching effectiveness, and more active involvement of students in interinstitutional exchanges, it is natural to consider how the trustees can contribute more fully to total institutional effectiveness. The role of governing boards in the long-term stability and development of institutions is well-known, yet the trustees' obligations are not always clearly perceived, even by the trustees. In times when the viability of all private colleges is being tested by the financial constraints imposed by the national and global economy, the importance of the trustees in developing and securing resources is clear.

The Advisory Committee is encouraging the UNCF and CIC to recognize the existing structure of cooperation as the place to pursue this initiative. The Presidents Institute can accommodate agenda items that explore ways to enhance trustee effectiveness. CIC/UNCF presidents can pursue this theme further in separate conversations. The resulting exchange of ideas can lead to further planning of programs, so that the boards of the CIC/UNCF institutions can share the sense of participation in this project now enjoyed by administrators, faculty, staff and students.

Extending the Impact of the Project

A National Model for Collaboration in Higher Education

Colleges receiving grants to participate in the CIC/UNCF program have reaped many benefits. There are, however, limits to that success. Having developed a model for collaboration and cooperation, the question is how to share that model and its principal benefits with others. For the remaining eight UNCF colleges which are not now part of CIC, membership will enable them to realize all the joint rewards and contributions which their UNCF colleagues have shared over the past five years. On a larger scale, there is the issue of how the benefits of the CIC/UNCF project can be communicated to and shared with all other

The success of students at Bennett and Converse who designed a course to be taught jointly to students from both colleges is an example of the productive role that students can play in future collaborations.

predominantly black institutions of higher learning and, indeed, with the total higher education community. All those institutions share common needs and a capacity to contribute to the dialogue on institutional effectiveness, responding to diversity, and the mosaic society of higher education.

To utilize the CIC/UNCF model and replicate some or all of its results, other groups and organizations should focus their attention on five key factors. First, they should identify a constellation of values that are common among all the prospective partners. Second, they need to consider ways to establish a genuine "culture of communication" that characterizes a community willing to consider all subjects and issues. Third, potential partnerships must develop guidelines that will encourage creativity in spite of risk, by constant reference to the key variable of trust. Fourth, they must acknowledge the value of focusing on functional tasks at the outset, allowing the eventual attitudinal transformation to be part of the spillover effect. And, finally, there is the role of leadership. Any effort to replicate the CIC/UNCF success must involve leadership at the grass roots level. If all these factors can be incorporated into efforts to enhance institutional effectiveness on predominantly black colleges and other colleges and universities, then success will be assured. The CIC/UNCF experience will remain special, bounded by the distinct concerns of CIC for the small private colleges and their unique mission, and by the particular mission of UNCF institutions. They will continue to build new dimensions into the collaborative relationships already in place, but this does not mean that their efforts cannot be of service to others.

Volunteerism, Service and Public Responsibility

One of the dominant values upon which non-Americans often comment is the spirit of helping, assistance and philanthropy so widely practiced in American life and not so common in other cultures. Historically, Americans have placed a high value on service to their communities and the nation. It appears, however, that this value has eroded in some measure during the past quarter of a century. The sense of commitment to public causes that animated college students in the 1960s is not as evident today. The disillusionments of the 1970s and the more inward-looking "me generation" of the 1980s have diminished the degree to which students engage in volunteer and service-oriented activities. This transformation has concerned college administrators, faculty and staff. They wonder how young men and women can be reminded that they have a public responsibility as the next generation of leaders in this land.

In response to this concern, the CIC has secured a substantial anonymous gift to fund a program in which colleges would raise student awareness of and commitment to volunteering in their communities. The watchwords of the program are "Volunteerism, Work, Service, Learning." The program will also provide for a National Institute that will share understanding and ideas on techniques and programs which are most effective in creating a heightened sense of student involvement. A five-year program to expand the replicable model described in this report has also been proposed. The Advisory Committee has reviewed this initiative and endorsed further consideration of how this new CIC program can be integrated into the next stages of the CIC/UNCF collaboration.

Responding to New Global Realities

In the meetings of the Advisory Committee and among presidents and deans of UNCF schools, there is often discussion of a need for more international programming among member schools. Though many of these schools have international faculties and many have developed African-American, African,

and, in some instances, Caribbean studies, there is still more to do in terms of curriculum development and exchange programs. Within the larger CIC membership there are many opportunities for CIC/UNCF schools to participate in international exchange programs and initiatives to globalize the curriculum.

The Advisory Committee agrees that new program development in this area is important as degree programs are amended to include international studies, and "The Global Village" becomes part of the conventional lexicon of modern higher education. Undergraduates from UNCF schools must not be at a disadvantage when competing for professional positions because they were not educated in the international aspects of economics, politics, public policy and sociology that are fundamental to being an educated American in the 21st century.

The Presidents and Deans Institutes can provide special conferences or workshops to serve as a catalyst for CIC and UNCF to develop this kind of multicultural international programming. Development in this area is essential to insure an effective response to the new global realities that all students of these colleges will confront in their lifetimes.

Sharing a national model, encouraging volunteerism and developing new global perspectives define a near-term agenda for extending the program, but are by no means exhaustive. The Advisory Committee is aware that as it continues to meet and share ideas, new issues and ideas will make their way into the ongoing agenda of partnership and collaboration. How extensive that agenda becomes will depend largely on an appreciation of just how productive and successful the first five years of the project have been.

The ongoing agenda of partnership and collaboration will continue to evolve, based on the productivity and success of the first five years of the project.

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The CIC/UNCF project is very much a work in progress. The progress to date is satisfying. The effort has been cost-effective in terms of the number of institutions reached, the number of individuals involved, the rates of growth in all the various activities, and the enthusiasm for continuing each of the leadership services activities and the exchange programs. But the work is unfinished, and continues today.

Having fully reviewed all these results, the Advisory Committee, comprised of UNCF college presidents, other CIC college presidents, and the executive leadership of both the Council of Independent Colleges and the United Negro College Fund, are persuaded that every effort must be expended to continue support of this demonstrably productive joint CIC/UNCF initiative.

The CIC and UNCF leadership are committed to sustaining UNCF participation in the Leadership Services program, extending the interinstitutional exchange program, and accommodating new growth in the program that emphasizes the role of students, teacher training, volunteerism and service, global perspectives, training of middle managers, and enhanced trustee involvement. The Advisory Committee and presidents of UNCF institutions are prepared to make this case wherever it can contribute to securing necessary support.

Unit costing of various activities needs to be seriously considered to see how to implement effective cost-sharing in future endeavors. If a college could participate for five years on the strength of the equivalent of one year's salary and benefits for one faculty member, that is instructive. If forty-one colleges can develop productive interinstitutional exchanges for an annual cost of one year's average tuition for one student per institution, that also is instructive and can be the basis for cost allocation planning which also involves sharing of the burden, so that more institutions can participate in the program. As time passes, each institution should be encouraged to consider how it can bear portions of that burden as it develops its revenue and spending plans.

More teacher training and training of middle managers will give the entire project a logical coherence and structural integrity that will make it complete. It will extend the program to every aspect of college life: management, technology, values, pedagogy, academic mission, the international environment, the obligations of living in a diverse and multicultural society, the training of those who will teach the next generation, and, finally, the role of those who hold the fiduciary and institutional mission responsibilities of a college. It is a symmetry that invests the total project with organizational, procedural and philosophical integrity.

In accomplishing all these things, the project has been a success by every documentable standard, a highly leveraged tool for transforming higher education that makes its own case for continued support. Partially self-sustaining from the outset, it has used dollars wisely to produce results and gratifying spillovers of goodwill, cooperation, understanding and shared wisdom. The structure for pursuing these goals is in place. The model for planning and discussion is in the institutes. The means for effective dispersal of ideas is in the workshops. The commitment of the leadership is present. The background conditions are secure. It requires only the development of continuing resources to realize all these outcomes, sustaining and enhancing an ongoing work in progress. It will not be abandoned.

The preceding pages describe what I believe has been and continues to be a remarkable coalition. To put this effort in further perspective, I offer these final thoughts.

I have often used the analogy of "building bridges between people" as an underlying theme of our efforts. In building bridges within the project *Enhancing Black College Leadership*, CIC's role was to make it possible for people to get to know each other in a conducive educational setting; we then let individual chemistry and interests do the rest. What we have learned from one another during the past five years of the project cannot be reflected solely in quotations or statistics, but rather in the changes (many undocumented or unknown, I'm sure) in the lives of people and institutions. Through consistent, small steps taken as a result of new awareness attained through participation in CIC activities, we have seen emerge a vibrant collage of new combinations of institutions and collaborations between individuals. I am gratified that so many have found so much richness and value in this collection of cooperative activity .

In the course of this project, as a means of educating myself about historically black colleges and universities, I attended UNCF meetings, met with presidents, and had the privilege of visiting 34 UNCF campuses. This process turned out to be one of the most enriching and enlightening of my professional career in higher education, a personal and organizational turning point. My campus visits in particular expanded my perspective of the wonderful heritage and spirit of these colleges and universities. Walking and talking on the UNCF campuses, I felt their sense of pride, and came to a richer understanding of their missions. Here, every day, beliefs are translated into action. I was continually impressed by those who devote their lives to making a difference in lives of students, and who do so undeterred by a frequent paucity in resources. My visits to these 34 campuses served to underscore my already strong belief in the importance of our historically black colleges and universities to higher education and society as a whole.

My visits also confirmed some of the reasons why we decided to start this project in the first place. It was clear from the onset that UNCF colleges had much in common with the membership of the Council of Independent Colleges (CIC). Intuitively, I thought that UNCF colleges could benefit from our services and that CIC colleges could learn from increased exposure to historically black higher education. With all the similarities, why weren't more UNCF colleges members of CIC? The major reasons turned out to be lack of funding for professional renewal, high turnover in key administrative positions, and a lack of awareness of CIC's activities. These facts largely explained why, in spite of what we had in common, CIC and UNCF had never come together in a meaningful way.

When I came to office at CIC in 1986, of the seven UNCF colleges that had participated in CIC, only three were active. Ted Demeritte, a CIC board member at that time associated with the Equitable Life Assurance Company, showed an interest in developing a closer relationship with UNCF colleges. He provided a stimulus to think about an approach that could be developed into a foundation proposal—one that would make it possible for UNCF colleges to take advantage of CIC services. We agreed that drawing UNCF colleges into CIC's successful leadership development programs would serve to both enhance leadership at UNCF colleges, and draw them more fully into the mainstream of higher education. Ted arranged some informal conversations with Chris Edley, then president of UNCF, and UNCF staff to discuss possibilities of collaborating to meet evident needs. Chris agreed that it was important for UNCF presidents and institutions to broaden their contacts and networks to help them improve the management of their colleges. We also saw that involving

UNCF colleges more fully in CIC would enrich the perspectives about historically black colleges and universities on the part of the Council's other member institutions. And, fortunately, we were able then to lay the groundwork for the true spirit of collaboration that has marked each step of this project.

As a result of positive reactions from informal conversations, I placed my ideas in a simple draft proposal and tested them with persons close to the black college and university scene. A conversation in my office with Johnetta Cole, president of Spelman College, was very telling. In reacting to the CIC proposal, she stated, "Allen, this will work because your premise is that the learning experience will go both ways by making it possible for all colleges to learn from one another."

A core group of foundation supporters felt the original concept had great merit and enabled us to move ahead. The end result was more overall support for UNCF colleges and new learning opportunities for leaders at peer colleges which did not exist in the past. In this latter regard, Johnetta Cole was right—participating colleges have indeed learned from one another, and in ways that I think none of us fully anticipated when we launched this project.

CIC wishes to thank all those who have encouraged our efforts through financial assistance, and the giving of time and talents in a variety of ways. I would like to make special note of each person who took time to utter a kind word and said in a quiet way "right on"—what you are doing is needed and important. No one could ask for more. Special words of gratitude to the UNCF and CIC staff and presidents who responded and worked hard to make what we have started leave a mark. To those on the Advisory Committee for this project, and the writers of this report, I extend my deepest appreciation for asking penetrating questions and telling us that we needed to share the results of this endeavor sooner rather than later, that this project had far greater potential than we thought.

This report reflects the progress of the past, and begins to outline a plan for continued work. The potential to build on what we have started together with UNCF is enormous. CIC remains committed to advancing its work with UNCF and looks forward to facilitating learning experiences that can, through increased understanding, contribute to changing the lives of college students. CIC as an organization, and I personally, look forward to working with William Gray III, president of UNCF, as we continue to find ways to help colleges grow and learn from each other, using our collective resources to bring about that end.

Allen P. Splete
President
Council of Independent Colleges
January 1994

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(October 1993)

Committee on Review and Recommendation

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Method of the Review

The review was designed to get the broadest insight possible within the limits of the variable resources. It was decided at the outset that this should involve a combination of visits to selected schools and a series of telephone interviews conducted with an even larger group of schools. The number of schools to be visited was set at eleven in consideration of best use of resources. This was to include eight institutions which were engaged in partnerships supported by CIC. Each of the four members of the review committee who conducted visits traveled to a pair of colleges, of which one was a UNCF institution. It was also agreed that an additional three UNCF institutions would be visited which were not actively involved in exchange programs but had over five years been heavy users of CIC programs. The outcome was that the following schools were visited by CIC:

Paired Institutions:

Benedict College (NC)/Columbia College (NC)
Stillman College (AL)/Marietta College (OH)
Rust College (MS)/Drury College (MO)
Wilberforce University (OH)/Ohio Dominican College (OH)

Institutions Which Were Extensive Users of CIC Programs

Claflin College (SC)
Jarvis Christian College (TX)
Philander Smith College (AK)

The telephone interview process was developed to supplement and enrich the insights gained by on-site visits, acknowledging at the outset that such an approach might not offer insights comparable to that gained from the institutional visits, but would contribute to broadening the sample and filling a matrix of information on the various components of the project. Again, the selection was based on a pairing of institutions engaged in exchange programs as well as a group of UNCF institutions which had extensively used opportunities provided under the program. The institutions included in the telephone survey were:

Paired Institutions:

Barber-Scotia College (NC)/Muskingum College (OH)
Bethune-Cookman College (FL)/Azuza Pacific College (CA)
Johnson C. Smith University (NC)/Warren Wilson College (NC)
Oakwood College (AL)/Dominican College of San Rafael (CA)/Bradford College (MA)
Shaw University (NC)/Wilmington College (OH)
Bennett College (NC)/Converse College (SC)
Dillard University (LA)/Nazareth College (NY)
Paine College (GA)/North Central College (IL)
Wiley College (TX)/Simpson College (IA)

Institutions Which Were Extensive Users of CIC Programs

Morris College (SC)
St. Augustine College (FL)
Morehouse College (GA)
St. Paul's College (VA)
Fisk University (TN)
Voorhees College (SC)

This array of institutions incorporated 22 of the 34 UNCF institutions in CIC (65%) as well as being more than half of the private historically black colleges and universities. The inclusion of the fourteen additional CIC member institutions was considered a fair sample to derive a good sense of the value being realized from the interinstitutional exchanges. In total, ten percent of the CIC membership was involved in a review characterized by extensive contact.

The analysis was also concerned with what may have limited other member institutions of CIC from being more fully involved. To gain some understanding of this, a four-question survey was sent to some 240 institutions asking for a brief set of responses.

Consultancy Projects Undertaken As Part of the Project

Morris College
Assist the college in ongoing efforts to develop and maintain effective management practices for management of financial resources.
Consultant: Mr. Wayne M. Wormley

Oakwood College
Assist the teacher education programs at the college to prepare for the National Council of Accreditation of Teacher Education review.
Consultants: Dr. Mary Jeanae and Mr. Jack Gittinger

Philander Smith College
Assist the college in its approach to fundraising and development through review of strategic planning and institutional readiness for fund raising.
Consultant: Mr. Clarence J. Jupiter

St. Paul's College
Assist the college with the development and implementation of its fund raising efforts.
Consultant: Mr. Arthur C. Frantzreb

Virginia Union University
Assist the college in the area of strengthening total institutional university effectiveness and reducing attrition.
Consultant: Dr. Tracy Robinson

Voorhees College
Assist the college in the strengthening of its entire admissions/registrar processes.
Consultant: Mr. Dennis J. Dulniak

Wiley College
Assist the college in its preparation for review by the Southern Association — institutional accrediting agency.
Consultant: Dr. James E. Lyons, Sr.

Summaries of Five CIC Exchange Partnerships

The Rust College - Drury College Exchange

The development of the exchange program between Rust College in Mississippi and Drury College in Missouri is the result of two institutions which were each seeking to fill certain needs. In the case of Rust, a historically black college affiliated with the United Methodist Church, there was a desire to expand the horizons of its 1000 member student body and to create a base for professional enrichment among the faculty. Drury College, a predominantly white institution affiliated with the United Church of Christ, was interested in creating a sense of diversity on its campus.

Earlier, Drury had attempted to establish an exchange relationship with Tougaloo College, but it had not been worked out. Through the CIC Presidents Institute and more precisely, through the interaction of Rust's dean, Paul Lampley, and Drury's dean, Stephen Good, meeting at a CIC Deans Institute, the basis was created for interinstitutional collaboration. The goals agreed on for the exchange program were to (1) create enriching experiences for students at both schools which currently have homogeneous populations, (2) strengthen and improve programs for undergraduate research, (3) improve the mechanisms for student retention, and (4) establish a basis for faculty development in a collaborative framework. Some of the hoped-for spillover effects that Drury faculty wished to see were an active program that would bring about active discussion of race and ethnicity issues.

The progress to date has included mutual consultations on the freshman year programs between directors of those programs and involved faculty members. The Drury Singers, 40 in number, as well as the Drury Jazz Band went to Rust for two days to give concerts and live in the dormitories with Rust students. The Rust choir then went to Drury for a similar concert. A faculty development seminar is planned for the summer of 1993 and preliminary efforts have been made for collaboration in science research. President Moore of Drury indicates, "Thus far we are nothing but pleased. We're still getting into the full benefits." A Drury faculty member has stated, "This is one of the most wonderful things I've done since coming to Drury." Drury students have learned about student journalism on the Rust campus and taken away lessons they can use in their own student publications. The Rust faculty have learned that other schools have common problems and, while they see the exchange as having a useful impact on multicultural issues, they want that to be secondary to achieving other more precise goals.

In terms of the future, both institutions want the program to continue beyond the duration of funding support from CIC. The realities of having an exchange have caused both deans to offer advice to colleges contemplating an exchange program. It is emphasized that the partners should (1) have a conscious strategy incorporating points of mutual benefit to be achieved, (2) begin with ideas that will work, (3) build up the process of exchange incrementally, (4) be sensitive to the time it may take to get some faculty and administrators to fully buy in to the exchange process, (5) use a team approach to planning, (6) select the partner carefully, and (7) think through in advance where the goal of diversity is to fit into the whole program.

It is planned that in 1993-94, the presidents of the two institutions will sit in on each other's board meetings as part of the exchange process. The potential of the exchange has yet to be fully explored.

The Oakwood College - Dominican College of San Rafael Exchange

The exchange program which has been developed between Oakwood College in Alabama and Dominican College of San Rafael in California is a much narrower type of exchange than that created at other institutions. In this case, Dean Yates of Oakwood was looking for a means of enhancing the work in the Art Department Institute. Dr. Yates sought the assistance of the CIC executive staff to see if a match could be worked out. At Dominican College of San Rafael, the vice president for academic affairs, Dr. Kathleen Henderson, had both a need and a resource which could be shared with Oakwood.

Vice President Henderson was interested in bringing to campus someone who could serve in a consultative role for developing expertise in the psychology of ethnic minorities. She also had a faculty member, Professor Foad Satterfield, the only African-American on the Dominican full-time faculty, who had expressed an interest in working at one of the historically black colleges. Dr. Henderson was put in contact with Dr. Yates. It worked. Dr. Matthews, who is trained in clinical and industrial psychology, prepared for a two-week visit to Dominican. Professor Satterfield looked forward to a professional opportunity in which he could share the strengths of the Dominican program with the students at Oakwood.

During Dr. Matthews' visit to Dominican, she presented programs on African-American psychology, and counseling and therapy in multicultural populations. She provided a seminar to faculty on black psychology and race sensitivity, lectured a psychological testing class on counseling in multiethnic communities and did additional development psychology. Finally, she worked with the office of admissions on strategies for recruiting and retaining minority students.

Mr. Satterfield used his time at Oakwood to do a variety of things. He worked with students interested in commercial careers by showing them how to assemble their portfolios and show their best work. He interviewed them all, showed videotapes to demonstrate his own expertise and encouraged them to realize that portfolios are today shown through the use of slides. He also spoke to a design class, addressed a campus chapel meeting on the importance of the creative process and careers in fine arts and met with faculty and a smaller group of students for a luncheon. The results were a "richness of interaction [that] was a great personal reward," according to Professor Satterfield.

Dr. Matthews felt the Dominican community

was clearly interested in what she had brought to their attention, that she may have been helpful in the process of identifying potential minority faculty who could be appointed at Dominican and that there was some spillover in terms of curriculum materials she had purchased which she used in presentations at Dominican, indicating that would not have been possible without CIC support. More intrapersonally, Dr. Matthews felt she was able to "deepen her own knowledge and exposure to the field" and broaden her research skills, finding it enormously useful to talk to another chairperson on the other side of the country.

Some of the recommendations arising from the exchange were that (1) follow-up support funds should be available to maintain contact, (2) the length of visits might have been shorter, (3) visits should preferably be planned for early in a given semester rather than near the end. The conclusion was that it was an exchange about which both faculty were very excited and from which they, the communities they visited, and the institutions had benefited.

The Ohio Dominican College - Wilberforce University Exchange

The Ohio Dominican - Wilberforce exchange was encouraged at the outset by Academic Vice President Carroll, who was primarily interested in moving ODC from "a multicultural campus to a multicultural college" by building on a prior grant from the Lilly Foundation which had been focused on improving racial and ethnic diversity and the campus climate. Vice President Carroll felt that ODC could become a "model for multicultural changes and collaborations." It was intended this be achieved through faculty and curriculum diversity and incorporation of minority perspectives throughout the curriculum. At Wilberforce, Academic Vice President Glenn was more interested in the traditional types of exchanges with the special feature that they be collaborative in nature and build on an "area of academic strength" at Wilberforce. He also wanted it to be an exchange which was in theory and practice truly reciprocal. Discussions between the two chief academic officers identified the Wilberforce writing program that could usefully be shared with ODC. Work on drafting a proposal then went forward.

The primary goal of the exchange was to "promote collegial interaction between scholars of different races by developing a departmental network between the English Department faculties" of the two institutions and to improve the teaching of English composition in particular. The focused objectives included reviews of current course materials, reworking of syllabi to reflect the contributions of minorities, review the learning styles and pedagogies that are effective with all students, and exchange of student papers so that students at each institution could hear each others' voices. A consultant, Dr. Vernon Clark of Virginia State University, was used during the development process.

The exchange began in the fall of 1992 with meetings between faculty members. The administration felt the best thing to do was "get out of the way and let faculty take responsibility for the project." The "ownership" was considered important to the eventual success of the activity. The theme chosen was "Unity in Diversity." An exchange of students took place in the spring semester. Thirty-seven students from Wilberforce visited ODC in late March to interact with ODC students in informal settings, attend classes, and participate in an informal "talk show" style forum and panel. After the visit, some of the students at ODC and at Wilberforce began to write about the exchange in their composition classes. The return visit by ODC students took place in late April, which featured informal gatherings and was highlighted by role playing exercises and a discussion of a *60 Minutes* telecast on racial separation on college campuses.

The outcome of the student exchanges was that there was a sense of tension during the visit to ODC which became the basis of discussion following the visit. Correspondingly, Wilberforce students were disappointed that only a dozen students came from ODC and all but one of those was non-white. There was a realization that the interaction of the program had been beneficial but that much more needed to be done. Faculty views at ODC felt the effort had made people more open to change and brought people together who might never have worked together. Vice President Carroll said there "was much more talking going on" between participating faculty and hoped that the experience will reduce stereotypical thinking. Vice President Glenn felt the experience provided an opportunity for his faculty to have an affirmation of their own competence, was a catalyst for greater institutional involvement, offered a different means for faculty to work with students, and offered a special benefit that comes from faculty designing the project rather than having the administration impose a design.

The strength of this program was its collaborative dimension. Frank discussions by the vice president were a unique feature. The participants believe that there should be continued support for diversity topics or issues on individual campuses, that there be support for short-term "scholars in residence" on various campuses and that students should be permitted to become more involved.

The Bennett College - Converse College Exchange

The exchange program developed by Bennett and Converse Colleges has had a very clear focus from the outset. The intent was the development of a course on "Leadership for Women in a Multicultural Society" with the students playing a very critical role in the design of the elements of the course and the pedagogies that would be used in the process of implementation. Inaugurated in the 1991-92 academic year, the exchange program used the first academic year for planning purposes and to establish a strong sense of interinstitutional collaboration between the two schools.

The program, which functioned under the heading of "Carolina Connections: A Cooperative Project Between Converse and Bennett Colleges," asked applicants to write brief essays on experiences with racism, the roles of women in an increasingly multicultural world and the obstacles to understanding and appreciating cultural diversity. The selected participants were to participate in a course that would feature strategies for unlearning racism,

encouragement of positive change, community building, networking, mentoring, assertiveness training and women's leadership. The value in the project was not only in designing intended outcomes, but in the process of two academic communities agreeing on the design and content of the course. To operationalize the plan, faculty and staff teams were created on each campus and exchange visits scheduled for the spring of 1992. By the end of the first year there was a clarity of purpose on how the student/faculty-developed course would operate and the procedure that would occur in the second year of the exchange.

The 1992-93 year witnessed a series of three retreats for planning purposes and the testing of the course materials. The fall retreat was conducted at Winthrop College, located a convenient distance between Bennett and Converse, and featured the director of minority affairs from the University of Georgia. The issues central to the sessions included educating children for the future, feminism and feminist theories, the political socialization of women, encounters with discrimination, alternative definitions of leadership and the roles women will play in a multicultural society. A second fall retreat with an expanded number of students was held in November, at which the more detailed planning for actually implementing the course on a pilot basis was completed. The Converse students stayed in the Bennett dorms and participated in the opening of an exhibit at an African-American gallery in Greensboro. The actual testing of the course materials took place in late March of 1993 at Bennett College after a final late February planning session at Johnson C. Smith University.

The pilot course of "Leadership for Women in a Multicultural Society" involved some three dozen Converse students; a somewhat smaller number of Bennett students participated in some but not all of the scheduled activities. The keynote address focused on leadership skills. Concurrent seminar sessions addressed issues of women leaders in history, feminism, multiculturalism in the U.S. and values. Simulation role play was employed in an extended session of "The Game of Life." The last sessions were focused on the pragmatic questions of securing employment in a competitive marketplace.

The self-assessment of the project by those involved was that what was achieved had been done against the odds of all kinds of variables which might have frustrated the participants if they had not been committed to making the program work. Distance, time, differing academic calendars, campus activities of the individual colleges and the workloads of faculty are just a few of the frustrations. But as one faculty member has written, "The most gratifying part for me was to see the students come up against the hard places, begin to recognize and accept differences in values and priorities and find a way to accommodate those differences to reach a consensus."

The Stillman College - Marietta College Exchange

The interinstitutional exchange between Stillman College and Marietta College began in discussions at the Presidents and Deans Institutes as the senior administrators of the two institutions decided they would enter into a partnership collaboration. Stillman College had had prior successful experiences in exchange programs through the auspices of the Presbyterian church and was well aware of the benefits to be gained. In considering an exchange, Stillman College was anticipating that there would be opportunity to spend time working at the partner school's campus.

The impact of the exchange program had only had limited effect on the Stillman community by early 1993, as only two of its faculty had visited Marietta College. But that involvement was significant. One faculty member took a choir of forty students to perform a concert at Marietta and the other faculty member went to write a joint proposal with Marietta faculty, a proposal that was subsequently funded by the BellSouth Foundation. Stillman has received Marietta's president and academic dean as guests at the Tuscaloosa campus, who came to talk about Total Quality Management and Total Quality Education. A Marietta student has enrolled full-time at Stillman for a semester of study and twenty-three Marietta teacher education students have spent a week in Tuscaloosa studying with their peers at the Stillman campus, a positive experience but one which is believed to have greater value if developed as a full-term program. Having achieved these good outcomes, the Stillman faculty are beginning to appreciate the potential created by the exchange program and look forward to future visits to Marietta which can focus on the faculty role in strengthening retention.

At Marietta College the creation of an exchange program with Stillman College was viewed as not only a means for sharing ideas about "T.Q.M.," program enrichment and enhancement of freshman year programs but also as a means for having support in addressing the issues of multiculturalism and diversity. Marietta was well aware of Stillman's strength in the area of Caribbean and African studies. The Marietta faculty have expressed enthusiasm for expanding the range of contacts and acknowledge a modest level of frustration that the exchange relationship has not developed more rapidly.

The Marietta provost who was responsible for working with Stillman's dean in the development of the exchange has moved to another institution. Marietta faculty have expressed concern that the exchange cannot depend on personal contacts and needs to be structured in such a way as to guarantee its permanence. All are aware of the challenges posed by distance, need to accommodate differences in organization structures, differing degree program requirements and variations in the expectations about student behavior where one institution has a church affiliation and the other does not. Despite those variables that force the exchange to work harder to build a strong framework, the Marietta faculty are committed to developing the exchange program and realize that longevity is conditioned by the level of formal structure that can be put in place. ■

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